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ABSTRACT

This document is a 2-volume set of instructional materials for a 90-hour leadership development program for vocational educators that places special emphasis on underrepresented groups in vocational education. The two volumes of materials (here combined) are organized into three major sections as follows: introduction to the leadership development program, planning for leadership development, and developing leader attributes. The sections are in turn divided into 32 learning experiences (lessons) that each contain the following: statement of purpose and behavioral objective, instructor's plan and estimated time for each learning experience, bibliography, outline of content to be presented by instructors, list of materials/equipment required, master copies of overhead transparencies and student handouts, and out-of-class assignment. Section I consists of three lessons introducing the program (introduction to the program; system realities; and developing team-building and group facilitation skills). Section II contains six lessons on planning for leadership development (balancing life roles, introduction to leader attributes, assessing leader attributes, assessing personality type, formulating a leadership development plan, and using mentors). The first part of section III includes five lessons on developing personal characteristics (insightful, visionary, stress management risk taking, and achievement oriented). In the second part of section III are seven interpersonal skills lessons (developing interpersonal sensitivity, motivating others, using assertive communication for leadership effectiveness, developing active listening skills for assertive communication and leadership, using effective presentation skills, and networking). Contents of the third part of section III are as follows: four lessons in a decision-making cluster (decision making, selecting the appropriate decision-making process, improving the ethical quality of organizational decisions, facilitating meetings); three lessons in a leadership styles cluster (selecting leadership styles, delegating tasks and responsibilities, leading through empowerment); and five lessons in a cluster on improving the organization (organizational planning, managing information, managing conflict, influencing system realities, and using the "Breakers Simulation" in applying leader attributes). (MN)

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NCRVE

National Center for Research in
Vocational Education

University of California, Berkeley

PREPARING LEADERS FOR THE FUTURE: A DEVELOPMENT PROGRAM FOR UNDERREPRESENTED GROUPS IN VOCATIONAL EDUCATION

VOLUME I

VOLUME II

Jerome Moss, Jr.
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University of Minnesota

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VOLUME I

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PROGRAM OVERVIEW

Program Description

The content of this leadership development program is contained in two volumes of instructional materials. The materials are organized into three major sections which, in turn, are divided into 32 learning experiences (lessons). Learning experiences are designed to improve students' performance on one or more leader qualities (attributes). Each learning experience contains the following eight sections:

1. A statement of purpose and a behavioral objective
2. The action steps and the knowledge base required to perform the desired behavior
3. An instructor's plan and an estimated time for teaching the learning experience
4. A bibliography
5. An outline of the content to be presented by the instructors
6. A list of materials and equipment required
7. Master copies of overhead transparencies and materials to be distributed to students
8. An out-of-class assignment

The instructional materials can be used as contained in the two volumes; that is, all 32 learning experiences can be offered to a group of students in on- or off-campus courses or workshops. Alternatively, specific learning experiences can be selected to satisfy time constraints or the needs of particular students. The materials can also be used as a resource for, or to supplement the content of, other leadership development programs.

Purpose of the Program

The purpose of the program is to provide leadership development experiences for vocational educators, with particular attention to the needs of underrepresented groups. The program is designed to increase the likelihood that participants will

- perceive opportunities to assume leadership roles.
- grasp those opportunities.
- succeed as leaders in a wide range of situations and professional positions.

Program Specifications

- **Content area**—Leadership development with special emphasis on underrepresented groups in vocational education.

- **Context**

Program focus:	Developing leadership capabilities through enhancing, adapting, and cultivating appropriate leader attributes and process skills.
Target group:	Underrepresented groups in vocational education's leadership roles who desire to improve their capabilities (i.e., inservice and preservice personnel).
Program level:	Postbaccalaureate instructional setting and methods. Classroom facilitator directed groups, instruction and field-based assignments, and interactions.
Expected length:	The program (32 learning experiences) consists of about 90 hours of class instruction plus approximately 180 hours of field-based assignments and interactions equivalent to nine quarter credit hours. The program may be customized for specific constituents and contexts (i.e., using selected portions of the program).
Relation to other programs:	As a complete program, or customized for specific applications, it can be used to supplement, or as a resource for, other leadership development programs.

Program Organization

The 32 learning experiences in the program are organized into three major sections. These sections and their order in the program are as follows: (1) Introduction to the Leadership Development Program, (2) Planning for Leadership Development, and (3) Developing Leader Attributes.

1. The *Introduction* section contains an orientation to the program and its processes, a view (from different perspectives) of vocational education system realities, and an introduction to group process skills used throughout the learning experiences.

2. The *Planning for Leadership Development* section provides opportunities for diagnostic assessment of life roles, personality types, and leader attributes and process skills *Leadership Attributes Inventory (LAI).* It also includes a goals and strategies phase to formulate an individualized leadership development plan and design networking strategies to interact with mentors throughout the program.

3. The first two sections set the stage for moving into the third major (and largest) section of the program, *Developing Leader Attributes.* An earlier factor analysis study of leader attributes (Moss & Liang, 1990) yielded three clusters of attributes: (1) personal characteristics, (2) interpersonal skills and characteristics, and (3) (generic) management knowledge and skills. In developing the learning experiences for the attributes selected as program objectives (content base), it became evident that those same three categories made pedagogical sense. There were obvious interrelationships and many opportunities for mutual reinforcement among the attributes within each cluster. The major program section of *Developing Leader Attributes* has, therefore, been organized into three phases: (1) personal characteristics, (2) interpersonal skills, and (3) management knowledge and skills. The final learning experience provides a capstone simulation for leading a large vocational institution. (For the complete, detailed organization of the content, see the *Table of Contents.*)

Delivering Instruction

The term *facilitator* refers to the individual in charge of the program. A facilitator administers the leadership development program, coordinates the instruction, and supports participants. The individuals who *provide* the instruction (instructor-leaders) have expertise in particular areas (e.g., decision-making, ethics, visioning) and are able to share relevant experiences. Exposure to a variety of instructor-leaders throughout the program is in itself a valuable learning experience.

There are many ways of scheduling the estimated 90 hours of in-class instruction. Because of limited experience with programs of this length, it is not possible to recommend a single best schedule. However, one schedule is known to work well. It offers three or four concentrated class sessions of two to five days each, interspersed throughout an academic year. This schedule provides opportunities to form close-knit teams and to engage in extended class activities with time for major out-of-class projects. Holding the class sessions in a retreat setting adds another special dimension; social and recreational activities further build effective working teams and long-lasting professional networks.

Need for Leadership in Vocational Education

A priority of the National Center for Research in Vocational Education (NCRVE) is to increase the number and quality of leaders prepared to meet present and future challenges facing vocational education. Vocational education is currently experiencing a series of changes that are rapidly and significantly altering the educational and economic environment in which it exists—changes in the nature of work, a diversity in the composition of the student body, and increasing public demand for accountability. Vocational education is being challenged, as never before in history, to justify its place in an educational system that is being called upon to provide more basic skills training, more preparation in critical thinking capacities, more science and mathematics, and a higher level of sophistication in academic subjects. Given these challenges, vocational education must begin its own transformation if it is to meet current and future needs in a changing environment.

Now, as much as in any previous era, vocational education needs leaders. Both adjusting to change and shaping the debate in education require visionary leadership. The ultimate task of educators is the development of human potential, that is, the empowerment of people. Vocational education needs highly motivated, competent leaders with a sense of vision for the future and the skills to empower many to effect positive change. According to research by Moss and Liang (1990), "vocational education does not now have the number of leaders that are urgently needed" (p. 3).

Special Attention to Underrepresented Groups

Several compelling needs motivate this leadership program's focus on underrepresented populations. There appears to be an overall consensus among vocational educators that there is currently a pressing need for more high quality leaders and that the field is not making an adequate systematic effort to prepare them. In particular, the field is not fully utilizing the talents of underrepresented groups in leadership roles. Moreover, there are currently not enough female and minority leaders to provide role models for others to emulate. And it is from these groups that a majority of future leaders (and students) must be drawn.

Although the program does not presume to eliminate the special challenges underrepresented groups may encounter in attaining leadership positions due to discriminating practices and attitudes, it will prepare participants to seek out and take advantage of leadership opportunities wherever they exist, and it will begin to provide participants with the knowledge and leadership skills necessary to change the system and make it more equitable.

A Conceptualization of Leadership

Based on the conceptualization that resulted from an extensive review of literature (Moss & Liang, 1990), leadership is viewed as both a *process* and a *product*. As a process, leadership entails perceiving when changes are needed and influencing and facilitating a group's efforts, through noncoercive means, to set and achieve group goals. In vocational education, this process should lead to the accomplishment of the following six generic leadership tasks:

1. Inspire a shared vision and establish standards that help the group/organization achieve its next stage of development.
2. Foster unity, collaboration, and ownership, and recognize individual and team contributions.
3. Exercise power effectively and empower others to act.
4. Exert influence outside of the group/organization in order to set the right context for the group/organization.
5. Establish an environment conducive to learning.
6. Satisfy the work-related needs of members of the group/organization as individuals.

Thus, leaders facilitate the group process and empower rather than control those with whom they work. A recent study has shown that most vocational educators agree with this conception of leadership (Moss, Finch, & Johansen, 1991a). Further, to function at peak efficiency, high-performance learning organizations need formal as well as informal leaders at all levels of the organization. It is, of course, critical that administrators be good leaders (as well as good managers), but it is also important that a number of teachers, counselors, and others be good leaders (as well as good instructors, advisors, and so forth). Consequently, this leadership development program is intended to help individuals who want to improve their leadership capabilities, regardless of their particular professional roles in vocational education.

As a product, leadership is viewed as a set of qualities that leaders must possess in order to successfully accomplish the six tasks of leaders. When an individual behaves in ways that others in the group/organization believe will help them achieve desired goals, that individual is seen as a leader and is perceived to possess certain attributes. Those attributes predispose the desirable behaviors and are inferred from those behaviors. Although leader behaviors are highly situational, the attributes—the knowledge, skills, and attitudes possessed by the leader—are relatively stable. They move with the leader from one situation to another and from one group to another. That relative stability increases the likelihood that an individual seen as a leader in one situation or group will be seen as a leader in other situations and groups (Bass, 1981).

A review of research conducted during the last five decades has revealed that 37 leader attributes are consistently related to successful leadership behaviors of the type conceived by the authors of this program (Moss & Liang, 1990). A number of studies supported by NCRVE have recently been undertaken to test these relationships. The results have shown that each of the 37 attributes identified in the literature review are (1) strongly related (r=.52 to .77) to the leadership performance of vocational administrators (as measured by subordinates' perceptions of the extent to which the aforementioned six leadership tasks have been achieved) (Moss, Finch, Lambrecht, & Jensrud, 1994b); (2) actually used by successful vocational administrators and other leaders (Finch, Gregson, & Faulkner, 1991); and (3) capable of distinguishing between administrators of exemplary vocational institutions and administrators of a random set of vocational institutions (Migler, 1991). (Table 1, on p. 11 contains a list of the 37 attributes.)

NCRVE has also simulated and facilitated 17 leadership development programs around the country for both preservice and inservice vocational personnel. The evaluations of those programs showed that many (30% to 35%) of the 37 attributes were improved significantly by the programs; that the relative success of the interventions varied with characteristics of the individual programs; and that both genders, regardless of ethnicity, benefited equally from the experience (Moss, Jensrud, & Johansen, 1992a; Leske, Berkas, & Jensrud, in press).

Thus, the authors of this program have some empirical bases for assuming that the 37 leader attributes do predispose success as a leader in vocational education and many of the attributes can be improved by reasonable amounts of formal educational interventions.

Selecting Program Content

Given the strong relationship between the 37 leader attributes and desirable performance as a leader, as well as the fact that many attributes can be significantly improved through formal instruction, the enhancement, adaptation, and cultivation of the leader attributes has been adopted as the instructional task and primary content base of the program. Because most underrepresented groups have had limited opportunities to gain experience in leadership roles, it was also decided that the program should provide learning experiences in a wide range of leader attributes, with opportunities for individuals to attain depth in those attributes they select, rather than in-depth experiences in a few attributes. Additionally, our prior research on leadership programs for graduate students (Moss, Jensrud, & Johansen, 1992a) has shown

- there is a high positive correlation between hours of directly supervised instruction and the number of attributes improved.

- 90 hours of classroom instruction plus outside assignments is adequate to significantly affect a meaningful number of leader attributes and process skills.

However, even with 90 hours of class instruction plus outside assignments, it is not reasonable for the program to attempt to improve all 37 leader attributes of all participants. It has, therefore, been necessary to identify the particular attributes whose improvement will constitute the specific instructional objectives of the program. The following sets of attributes were chosen according to research and expert advice criteria:

- Research supported by NCRVE has shown that 14 attributes best explained the variance in leader performance (Moss & Liang, 1990) and/or were consistently considered by the former participants of 17 leadership programs to have been most useful to them in their leadership activities (Moss, Jensrud, & Johansen, 1992a; Leske et al., in press). The 14 attributes are

    1. adaptable, open to change
    2. insightful
    3. team-building
    4. willing to accept responsibility
    5. motivating others
    6. communication
    7. visionary
    8. networking
    9. confident, accepting of self
    10. planning
    11. decision-making
    12. delegating
    13. managing information
    14. ethical

    These attributes are considered *most important* to all leaders, regardless of gender or ethnicity; therefore, each comprises the primary or concomitant objective of one or more learning experiences in the program.

- Second, although all successful leaders should demonstrate the same attributes, individual differences due to a variety of factors (e.g., socialization processes of females and males) tend to create particular strengths as well as developmental needs among attributes. Eleven additional attributes whose further development is likely to be helpful to most underrepresented groups have been identified through a review of the literature and the advice of a number of individuals from underrepresented groups who have had experience conducting leadership development programs. Those attributes are

    1. tolerant of ambiguity and complexity
    2. courageous, risk-taker

3. initiating
4. achievement-oriented
5. persistent
6. conflict management
7. tolerant of frustration
8. committed to the common good
9. stress management
10. using appropriate leadership styles
11. sensitivity, respect

These 11 attributes have also been included as objectives of the program's learning experiences. (Refer to Table 2 on p. 13 for a listing of the behavioral objectives of learning experiences.)

Structure of the Program

The program is intended to be customized for specific contexts and constituents. The varied potential uses imply the need for a flexible program structure in which each learning experience is focused on only one or two attributes (or topics) and is relatively independent from other learning experiences. On the other hand, the most effective instruction is probably achieved when learning experiences take advantage of the inherent interrelationships among attributes and the opportunities they may present for mutual reinforcement. The structure of the program tries to strike a reasonable balance between these alternatives. Each learning experience focuses on specific attributes so that it is possible to select particular learning experiences to achieve targeted outcomes. At the same time, learning experiences try to make interrelationships among attributes evident where they exist, and assignments often try to provide practice on more than one attribute.

The nature of the program's content, particularly its intent to change personal characteristics and interpersonal skills and characteristics, requires the use of group-instruction techniques to create and utilize cohesive, supportive cohorts of participants. Consequently, the learning experiences have been structured for delivering common content to a group of participants. In order to provide for the unique needs of individual participants—as made evident in the assessment and planning phases of the program—participants are allowed to individualize assignments and are expected to undertake special long-term projects.

Design of Learning Experiences

The structure of each learning experience is an adaptation of the Performance-Based Instructional Design (PBID) Model (Pucel, 1989). This structure ensures that instruction is focused on changing performance. Participants do not simply learn *about* attributes; they are required to demonstrate appropriate attribute-related behaviors. To use the PBID model, the definition of the attribute is stated in behavioral terms and serves as the objective of the learning experience. The behavioral objective is then analyzed into its process and knowledge-base components to identify the content to be taught. A lesson-delivery plan is then created to guide the instructor and maintain participants' focus on the objective of instruction.

Each lesson delivery plan consists of the following seven steps:

1. rationale
2. need-to-know information
3. demonstration
4. guided practice
5. field-based unguided practice
6. evaluation
7. feedback

Content, method, and media are recommended for each step. In the unguided practice step, participants complete assignments that cause them to demonstrate the desired leadership behaviors. Depending on the importance of the attribute and the difficulty to improve it, a learning experience may contain several practice assignments extending over a considerable period of time (and, as previously noted, may require the performance of several related attributes). Each learning experience also provides the following:

- an estimate of the in-class and out-of-class time required to complete the experience
- a list of instructional materials that the facilitator must secure for the learning experience (e.g., videos, games)
- the instructional materials that are provided with the program (e.g., content outlines, overhead transparencies, handouts, required readings)
- a list of supplemental materials and readings
- a list of optional activities

(Refer to Table 3 on p. 22 for the time required to complete program assignments.)

Instructional Strategies

The types of activities planned and the methods and media selected for each learning experience have been based upon the following six guiding principles:

1. As previously noted, sufficient opportunities for practice must be provided so that participants can change their behaviors, rather than simply learn about attributes.
2. Team-building experiences should be provided early in the program to create a safe, supportive environment in which attribute changes are encouraged and made less difficult.
3. Participants should make a diagnostic assessment of their life roles, personality type, and leader attributes, and establish individualized plans for leadership development.
4. Participants need to be active learners. Facilitators should encourage discussion, small group activities, games, role plays, and so forth when feasible.
5. Facilitators should draw on the experience of participants and stimulate them to apply new information to realistic situations.
6. Learners should be taught to reflect upon, in order to learn from, their assignments and other experiences.

(Figure 1 on page 21 depicts the Leadership Development Experiential Learning Environment Model.)

Contributions of the Program

The intent of this program is to enhance, adapt, and cultivate leader attributes for effective performance in a wide variety of professional roles in vocational education. It is a response to an apparent consensus among vocational educators that (1) there is currently a pressing need for more high quality leaders, specifically from underrepresented groups and (2) that the field is not making an adequate, systematic effort to prepare them. Moreover, this program encourages utilizing the social and professional talents of underrepresented groups in vocational education leadership roles to create positive change. It is not proposed that this program will eliminate the special challenges that underrepresented groups may encounter in attaining leadership positions due to discriminating practices and attitudes. It will, however, prepare participants to seek out and take advantage of leadership opportunities and will begin to provide participants with the knowledge and leadership skills necessary for exemplary performance.

Table 1
The 37 Leader Attributes

1. **Energetic with stamina:** Approaches tasks with great energy and works long hours when necessary.
2. **Insightful:** Reflects on the relationship among events and quickly grasps the meaning of complex issues.
3. **Adaptable, open to change:** Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.
4. **Visionary:** Looks to the future and creates new ways in which the organization can prosper.
5. **Tolerant of ambiguity and complexity:** Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
6. **Achievement-oriented:** Shows commitment to achieving goals and strives to keep improving performance.
7. **Accountable:** Holds self answerable for work and willingly admits mistakes.
8. **Initiating:** Frequently introduces new ideas.
9. **Confident, accepting of self:** Appears secure about abilities and recognizes personal shortcomings.
10. **Willing to accept responsibility:** Willingly assumes higher-level duties and functions within the organization.
11. **Persistent:** Continues to act on beliefs despite unexpected difficulties.
12. **Enthusiastic, optimistic:** Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.
13. **Tolerant of frustration:** Acts calmly and patiently even when things don't go as planned.
14. **Dependable, reliable:** Can be counted on to follow through to get the job done.
15. **Courageous, risk-taker:** Willingly tries out new ideas in spite of possible loss or failure.
16. **Even disposition:** Displays a sense of humor and a stable temperament even in stressful situations.
17. **Committed to the common good:** Works to benefit the entire organization, not just self.
18. **Personal integrity:** Speaks frankly and honestly and practices espoused values.

19. **Intelligent with practical judgment:** Learns quickly, and knows how and when to apply knowledge.

20. **Ethical:** Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny.

21. **Communication (listening, oral, written):** Listens closely to people at work, and organizes and clearly presents information both orally and in writing.

22. **Sensitivity, respect:** Shows genuine concern for the feelings of others and regard for them as individuals.

23. **Motivating others:** Creates an environment in which people want to do their best.

24. **Networking:** Develops cooperative relationships within and outside of the organization.

25. **Planning:** In collaboration with others, develops tactics and strategies for achieving organizational objectives.

26. **Delegating:** Appropriately and effectively assigns responsibility and authority.

27. **Organizing:** Establishes effective and efficient procedures for getting work done in an orderly manner.

28. **Team-building:** Facilitates the development of cohesiveness and cooperation among the people at work.

29. **Coaching:** Helps people develop knowledge and skills for their work assignments.

30. **Conflict management:** Brings conflict into the open and uses it to arrive at constructive solutions.

31. **Time management:** Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.

32. **Stress management:** Effectively deals with the tension of high pressure work situations.

33. **Appropriate use of leadership styles:** Uses a variety of approaches to influence and lead others.

34. **Ideological beliefs are appropriate to the group:** Models and demonstrates belief in the basic values of the organization.

35. **Decision-making:** Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.

36. **Problem-solving:** Effectively identifies, analyzes, and resolves difficulties and uncertainties at work.

37. **Information management:** Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Table 2
Behavioral Objectives of Learning Experiences

A. Introduction to the Leadership Development Program

1. Introduction to the Program

Given:	Group of participants at an initial meeting.
Behavior:	Justify the need for vocational education leaders from underrepresented groups. Identify the leadership development program conceptualization, purpose, structure, content, and learning activities. Describe the proposed contributions of the program (i.e., adaptation, enhancement, and cultivation of leader attributes) to effective performance in vocational education leadership roles.
Standard:	Participants are challenged by the program requirements and motivated to undertake the learning experiences.

2. System Realities

Given:	Different group realities.
Behavior:	Recognize characteristics of different realities and choose to exhibit effective behaviors from different realities.
Standard:	The behaviors chosen will have a satisfactory outcome as indicated by a self-rating.

3. Developing Team-Building and Group Facilitation Skills

Given:	Team membership and leadership opportunities; facilitation opportunities.
Behavior:	Analyze team factors and suggest interventions where problems exist.
Standard:	The analysis will contain the four team factors, and the suggested interventions will be appropriate to solve the problems identified.

B. Planning for Leadership Development

4. Balancing Life Roles

Given: Limited time and resources *and* multiple personal and professional responsibilities.

Behavior: Assess the challenges of balancing life roles and formulate strategies to achieve personal and professional goals.

Standard: Priorities that are acceptable to the participant and that follow the criteria outlined in class.

5. Introduction to Leader Attributes

Given: The *Leader Attributes Inventory* (*LAI*) (Self-Rating Form).

Behavior: Conduct a self-assessment of leader attributes and draw implications for improving performance as a leader.

Standard: The implications will demonstrate logical and consistent relationships between the assessment of attributes, actual behaviors, and effective leadership performance.

6. Assessing Leader Attributes

Given: The results of an *LAI* assessment.

Behavior: Identify the leader attributes for which differences between self-ratings and observer-ratings are worth noting.

Standard: The differences are greater than one standard error on the observer-ratings.

Behavior: Select the three-to-five leader attributes that should be improved during the next nine months (or duration of the program).

Standard: The attributes selected are rated lowest by observers in relation to self-ratings, and are among those rated lowest by observers in relation to the norm group (with consideration for effect on predicted performance).

7. Assessing Personality Type

Given: The results of the Myers-Briggs Type Indicator (MBTI).

Behavior: Identify the effective and ineffective characteristics of your own and others' personality types, and apply this knowledge to engage in behaviors that will result in both your and their increased effectiveness.

Standard:	The behavior modification produced a more effective working relationship.

8. Formulating a Leadership Development Plan

Given:	The results of a. determining the appropriate balance among life roles. b. the assessment of MBTI. c. the assessment of leader attributes.
Behavior:	Formulate a leadership development plan that includes at least one long-range goal for expressing leadership capabilities, and specific plans for improving three or more leader attributes and one or more MBTI characteristics during the next two years.
Standard:	The leadership development plan is realistic, challenging, and appropriate to the assessment.

9. Using Mentors

Given:	The availability of appropriate role models.
Behavior:	Establish a professional relationship with a mentor.
Standard:	The relationship will be based on mutual trust and respect, and will result in psychosocial and professional benefits to both mentor and program participant.

C. Developing Leader Attributes

10. Insightful

Given:	Opportunities at work to be more insightful.
Behavior:	Consider all factors that might affect a situation and reflect on their relationships; choose a solution or offer an idea that seems best to fit the circumstances.
Standard:	The participant can offer an explanation as to why it is an insightful idea, and other members in the program will evaluate the idea as insightful.

11. **Visionary**

Given:	The importance of looking ahead to the long-term vitality of the organization.
Behavior:	Look to the future for new ways in which the organization can prosper.
Standard:	The new idea(s) will be acceptable to the members of the organization.

12. **Stress Management**

Given:	Stress producing events that occur on the job.
Behavior:	Identify types of stressors; plan, implement, and evaluate methods to manage dysfunctional stress.
Standard:	At least one intervention will have a positive outcome, as indicated by participant self-rating.

13. **Risk-Taking**

Given:	Opportunities on-the-job to take certain risks.
Behavior:	Identify an on-the-job situation in which a certain amount of risk is involved.
Standard:	Participants will make decisions based on a reasonable amount of risk and will be able to justify their decisions.

14. **Achievement-Oriented**

Given:	Daily opportunities to increase achievement level.
Behavior:	Engage in behaviors that model high-achiever characteristics.
Standard:	Demonstrate and record two behaviors on-the-job per week that could be categorized as high-achieving.

15. **Interpersonal Sensitivity**

Given:	A situation in which advocacy for diversity is needed.
Behavior:	Persuade the appropriate personnel to recognize the organizational benefits of diversity.
Standard:	Persuasive arguments will incorporate the factors discussed in the course materials and will demonstrate how diversity relates to effective organizational outcomes.

16. Motivating Others

Given:	Current situations on-the-job in which the motivation of others can be evaluated.
Behavior:	Participants will use one of the motivation models to analyze current motivational factors on-the-job.
Standard:	Participant will prepare a motivation plan to increase the motivation level of employees.

17. Using Assertive Communication for Leadership Effectiveness

Given:	A leadership role in an organization.
Behavior:	Demonstrate effective oral, nonverbal, and active listening skills.
Standard:	The principles of effective communication as presented in the program materials will be applied correctly.

18. Active Listening Skills for Assertive Communication and Leadership

Given:	Assigned activities requiring communication with others.
Behavior:	Engage in active listening skills and nonverbal attending behavior.
Standard:	Properly apply the active listening guidelines and nonverbal attending behaviors provided in the program materials.

19. Using Effective Presentation Skills

Given:	A topic to be presented.
Behavior:	Demonstrate the use of effective oral and nonverbal presentation skills.
Standard:	Properly apply the guidelines provided in the program materials.

20. Networking

Purpose:	Participants will recognize the value of networking; listing sources and people to include in their networks; and engaging in strategies to maintain and promote networks to accomplish personal, career, and organizational goals.
Given:	Opportunities to meet with people.
Behavior:	Regularly utilize opportunities to increase your network for personal, professional, and organizational goals.
Standard:	Increase the size, relevance, and utility of your network.

21. Decision-Making

Given: Opportunities on-the-job to make decisions.

Behavior: Utilize a decision-making model when the opportunity presents itself.

Standard: The decision-making process used is consistent with the model taught in this learning experience.

22. Selecting the Appropriate Decision-Making Process

Given: A variety of organizational problems and situations that require decisions.

Behavior: Select the decision-making process in each situation that is consistent with your management philosophy and that is most likely to yield the highest-quality acceptable decision in the least amount of time.

Standard: Each of the decision-making processes selected is consistent with the rules contained in the instructor's handout materials (adapted from Vroom & Yetton, 1973).

23. Improving the Ethical Quality of Organizational Decisions

Given: Decisions that need to be made about the conduct of the organization or any of its work groups.

Behavior: Apply an appropriate set of guidelines and ethical values to analyze situations and reach decisions.

Standard: The guidelines and values presented in this learning experience will be properly utilized and the ethical quality of organizational decisions will be improved.

24. Facilitating Meetings

Given: A situation appropriate to the use of a meeting.

Behavior: Utilize the collective knowledge and abilities of the group to attain the objective(s) of the meeting.

Standard: The meeting will be effective and efficient. The group will be motivated to implement the outcome(s) and will have improved its capacity to work as a team.

25. Selecting Leadership Styles

Given: Tasks and responsibilities that have been assigned to members of the organization.

Behavior: Select the proper leadership (supervisory) style to use with each member of the group for each task.

Standard: The leadership style selected will be appropriate to the developmental level of each group member (per Hersey & Blanchard's [1988] theory of situational leadership).

26. Delegating Tasks and Responsibilities

Given: Tasks or responsibilities to be assigned.

Behavior: Assign tasks or responsibilities to selected group members together with the necessary authority, a realistic timeline, clear instructions regarding product and/or process expectations, and suitable support/feedback procedures.

Standard: The group member's abilities are used effectively, his or her professional competencies are improved, and his or her motivation and job satisfaction are increased.

27. Leading Through Empowerment

Given: The desirability of empowering members of the organization.

Behavior: Apply organizational strategies to empower employees and critique the resulting issues and organizational benefits.

Standard: Properly apply the conditions of and strategies for empowerment presented in the course materials.

28. Organizational Planning

Given: A leadership role in secondary or postsecondary public or proprietary school.

Behavior: Compare and critique the processes by which strategic organizational plans are developed and implemented.

Standard: The critique will correctly utilize the strategic planning process presented in this lesson and the specific needs of the organization as criteria.

29. **Managing Information**

Given: Organizational planning and operational decisions (decisions that need to be made by an administrator in an organization).

Behavior: Identify and critique the process of collecting and managing information for planning and decision-making.

Standard: Properly use the steps in the Information Management Process as presented in the learning experience, so that optimum decisions are made.

30. **Conflict Management**

Given: Conflicts within an organization.

Behavior: Apply appropriate behaviors and strategies to resolve conflicts.

Standard: Properly apply the conflict behaviors and strategies outlined in the course materials.

31. **Influencing System Realities**

Given: Opportunities to influence situations on-the-job.

Behavior: Participants will use the elements of the change process on-the-job to analyze a situation that needs influencing.

Standard: The analysis contains all the necessary elements to effectively influence current system realities.

32. **Applying the Leader Attributes Using the *Breakers Simulation***

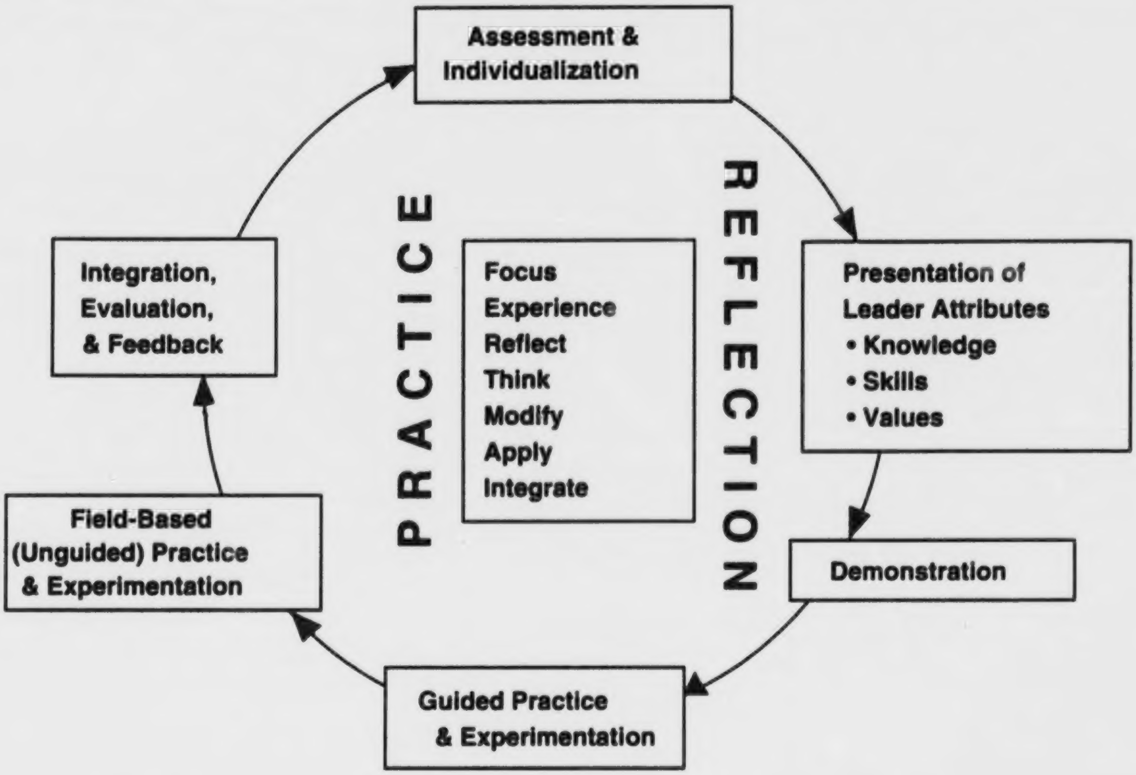
Given: The roles and responsibilities of administrators in the *Breakers Simulation*.

Behavior: Demonstrate the application of leader attributes when carrying out assigned administrative responsibilities.

Standard: Successful performance as a leader in the *Breakers Simulation*, as judged by self, fellow participants, and the facilitator.

Figure 1

Leadership Development
Experiential Learning Environment Model


Assessment & Individualization
Presentation of Leader Attributes
• Knowledge
• Skills
• Values
Demonstration
Guided Practice & Experimentation
Field-Based (Unguided) Practice & Experimentation
Integration, Evaluation, & Feedback
PRACTICE
REFLECTION
Focus
Experience
Reflect
Think
Modify
Apply
Integrate

The *Leadership Development Experiential Learning Environment Model* depicts the phases of instruction and emphasis on reflective practice to develop leadership attributes and process skills. The individualized assessment and evaluation of leader attributes begin the process and move the learners through the presentation of the leader attributes knowledge, skills, and values; demonstration of process skills; and guided and unguided practice and experimentation. The continuous integration and evaluation of leader attributes and process skills provide feedback on the progress made toward achieving the goals of the individualized leadership development plans.

The five guiding principles of the program are also represented, including the need for sufficient opportunities for practice to change behaviors rather than simply learn about them; team-building experiences to create a safe, supportive environment; engaging participants as active learners; drawing on the experiences of participants and stimulating them to apply new information to realistic situations; and teaching participants to reflect upon, in order to learn from, their assignments and related experiences.

Implicit in all phases of learning is reflective practice to help participants focus, experience, reflect, think, modify, apply, and integrate program materials to increase the likelihood of developing leadership capabilities through enhancing, adapting, and cultivating appropriate leader attributes and process skills.

Table 3
Time Required to Complete Program Assignments

Learning Experience Guide	Estimated In-Class Time (hours)	Estimated Out-of-Class Time (hours)
1. Introduction to the Program	3	1
2. System Realities	3	3
3. Developing Team-Building and Group Facilitation Skills	3	2
4. Balancing Life Roles	3	2
5. Introduction to Leader Attributes	3	2
6. Assessing Leader Attributes	1	2
7. Assessing Personality Type	3	2
8. Formulating a Leadership Development Plan	3.5	>3
9. Using Mentors	1	>3
10. Insightful	3	>1
11. Visionary	3	1
12. Stress Management	3	5
13. Risk-Taking	3	>4
14. Achievement-Oriented	2	2
15. Interpersonal Sensitivity	4	3-4
16. Motivating Others	3	3
17. Using Assertive Communication for Leadership Effectiveness	4	2
18. Active Listening Skills for Assertive Communication and Leadership	2	1
19. Using Effective Presentation Skills	4	3
20. Networking	2.5	variable
21. Decision-Making	4	3
22. Selecting the Appropriate Decision-Making Process	1.5	3
23. Improving the Ethical Quality of Organizational Decisions	3	4
24. Facilitating Meetings	2	4
25. Selecting Leadership Styles	3	5
26. Delegating Tasks and Responsibilities	2	3
27. Leading Through Empowerment	1.5	3
28. Organizational Planning	3	5
29. Managing Information	3	3
30. Conflict Management	3	3
31. Influencing System Realities	4	3
32. Applying the Leader Attributes Using the *Breakers Simulation*	10	none

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Learning Experience Guide #1

Introduction to the Leadership Development Program

Purpose

Participants will appreciate the need for vocational education leaders from underrepresented groups; understand the leadership development program's conceptualization, purpose, structure, content, and learning activities; and recognize the proposed contributions of leader attributes to effective performance in vocational education leadership roles.

Behavioral Objective

Given:	Group of participants at an initial meeting.
Behavior:	Justify the need for vocational education leaders from underrepresented groups. Identify the leadership development program conceptualization, purpose, structure, content, and learning activities. Describe the proposed contributions of the program (i.e., adaptation, enhancement, and cultivation of leader attributes) to effective performance in vocational education leadership roles.
Standard:	Participants are challenged by the program requirements and motivated to undertake the learning experiences.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Describe the contribution of the program to vocational educational leadership career goals.	1. Recall the changing context of vocational education and the need for high quality leaders.
2. Commit to participation in the leadership development program and the individualization of the curriculum through a personalized professional development plan.	2. Recall the conceptualization, purpose, content, structure, and learning activities of the leadership development program.
	3. Describe the proposed contributions of the program (i.e., adaptation, enhancement, and cultivation of leader attributes) to effective performance in leadership roles.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Welcome participants, request introductions, and share vocational education leadership goals. 2. Present a. need for leaders in vocational education. b. need for leaders from underrepresented groups in vocational education. c. intent of this program to prepare individuals to take advantage of leadership opportunities. 3. Present the purpose and behavioral objective of this learning experience.	Trans.: LD1.T
Need-To-Know Information	4. Describe the leadership development program: a. conceptualization b. purpose c. structure d. content e. learning activities 5. Review program objectives.	Handouts: LD1-2.H LD3.H
Demonstration	6. Ask participants to provide examples of successful role models in vocational education leadership and to highlight their professional development activities (e.g., mentoring, networking).	
Guided Practice	7. Ask participants to a. join with another class member to discuss how the program and its requirements might contribute (or not) to their own professional goals. b. share the discussion with the group. (Instructor can highlight and clarify.)	
Unguided Practice	8. Review handout materials with participants and be prepared to answer questions about the program and its requirements.	Handouts: LD4-6.H

Lesson Stage	Instructor Actions	Resources
Evaluation & Feedback	9. Answer participant questions about the program. Realistic but challenging expectations should be established.	
	[Estimated In-Class Time: 3 hours] [Estimated Out-of-Class Time: 1 hour]	

Learning Experience Preparation

1. Materials to be provided with the program

Transparencies: 1 transparency (LD1.T)

Handouts:
The 37 Leader Attributes (LD1.H)
Leadership Development Program Description for Participants (LD2.H)
Program Objectives (LD3.H)
Leadership Development Experiential Learning Environment Model (LD4.H)
Learning Experience Guide Matrix (LD5.H)
Program Bibliography (LD6.H)

2. Materials to be secured by the client

None

3. Equipment needed

Overhead projector

4. Material preparation

1 set of transparencies (LD1.T)
Distribution of handouts (LD1-6.H)

Supplemental Readings

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Notes for Presentation of Rationale

A. Need for Vocational Education Leaders

1. **Need for Leadership in Vocational Education**. A priority of the National Center for Research in Vocational Education (NCRVE) is to increase the number and quality of leaders prepared to meet present and future challenges facing vocational education. Vocational education is currently experiencing a series of changes that are rapidly and significantly altering the educational and economic environment in which it exists—changes in the nature of work, a diversity in the composition of the student body, and increasing public demand for accountability. Vocational education is also being challenged, as never before in history, to justify its place in an educational system that is being called upon to provide more basic skills training, more preparation in critical thinking capacities, more science and mathematics, and a higher-level of sophistication in academic subjects. Given these challenges, vocational education must begin its own transformation if it is to meet current and future needs in a changing environment.

   Now, as much as in any previous era, vocational education needs leaders. Both adjusting to change and shaping the debate in education require visionary leadership. The ultimate task of educators is the development of human potential, that is, the empowerment of people. Vocational education needs highly motivated, competent leaders with a sense of vision for the future and the skills to empower many to effect positive change. According to research by Moss and Liang (1990), "vocational education does not now have the number of leaders that are urgently needed" (p. 3).

2. **Need for Leaders from Underrepresented Groups in Vocational Education and Intent of this Program**. Several compelling needs motivate this leadership program's focus on women and other underrepresented populations. There appears to be an overall consensus among vocational educators that there is currently a pressing need for more high quality leaders and that the field is not making an adequate systematic effort to prepare them. In particular, the field is not fully utilizing the leadership talents of underrepresented groups. Moreover, there are not enough female and minority leaders to provide role models for others to emulate. This program does not presume to eliminate the special challenges underrepresented groups may encounter in attaining leadership positions due to discriminating practices and attitudes. It will, however, prepare participants to seek out and take advantage of leadership opportunities and will begin to provide participants with the knowledge and leadership skills necessary to change the system and make it more equitable.

(Note: This section should be customized for specific participants and program applications.)

B. Present the Purpose and Behavioral Objective.

Justify the need for vocational education leaders from underrepresented groups. Identify the leadership development program conceptualization, purpose, structure, content, and learning activities. Describe the proposed contributions of the program (i.e., adaptation, enhancement, and cultivation of leader attributes) to effective performance in vocational education leadership roles.

Notes for Presentation of Need-To-Know Information

A. Conceptualization of Leadership in Vocational Education and the Leadership Development Program

1. **Leadership**. Based on the conceptualization that resulted from an extensive review of literature (Moss & Liang, 1990), leadership is viewed as a two-part *process*. The first part of the process is perceiving when change is needed; the second is influencing and facilitating a group's efforts through noncoercive means, to set and achieve group goals. In vocational education, this process should lead to the accomplishment of the following six generic leadership tasks:

   a. Inspire shared vision and establish standards that help the group/organization achieve its next stage of development.

   b. Foster unity, collaboration, and ownership, and recognize individual and team contributions.

   c. Exercise power effectively and empower others to act.

   d. Exert influence outside of the group/organization in order to set the right context for the group/organization.

   e. Establish an environment conducive to learning.

   f. Satisfy the work-related needs of members of the group/organization as individuals.

   Thus, leaders facilitate the group process and empower rather than control those with whom they work. In a recent study, most vocational educators agree with this conception of leadership (Moss, Finch, & Johansen, 1991). Further, to function at peak efficiency, high-performance learning organizations need formal as well as nonformal leaders at all levels of the organization. It is, of course, critical that administrators be good leaders (as well as good managers), but it is also important that a number of teachers, counselors, and others be good leaders (as well as good instructors, advisors, and so forth). Consequently, this leadership development program is intended to help individuals who want to improve their leadership capabilities, regardless of their particular professional roles in vocational education. It is postulated that the kinds of knowledge, skills, and attitudes to be developed by this program should be characteristic of all leaders.

2. **Leader Attributes**. The second aspect of our conceptualization is that leadership is seen as being in the eyes of the beholder: only those who are so perceived are leaders. When an individual behaves in ways that others in the group/organization believe will help them achieve desired goals, that individual is seen as a leader and is perceived to possess certain attributes. Those attributes predispose the desirable behaviors and are inferred from those behaviors. Although leader behaviors are highly situational, the attributes—the knowledge, skills, and attitudes possessed by the leader—are relatively stable. They move with the leader from one situation to another and from one group to another. That relative stability increases the likelihood that an individual seen as a leader in one situation or group will be seen as a leader in other situations and groups (Bass, 1981).

3. **Research on Leader Attributes**. A review of research conducted during the last five years has shown that 37 attributes are strongly related to the leadership performance of vocational administrators. It has also shown that many of the attributes can be improved by reasonable amounts of formal educational interventions and that both genders, regardless of ethnicity, can benefit equally from their improvement (Moss & Liang, 1990).

   (Note: The National Center for Research in Vocational Education [NCRVE] has recently supported a number of studies to test these relationships, which are discussed in the Learning Experience, "Introduction to Leader Attributes." Thus, the authors of this program have some empirical evidence for assuming that the 37 attributes do predispose success as a leader in vocational education.)

B. Leadership Development Program

1. **Purpose of the Program**. Recognizing the need for vocational education leaders, the NCRVE seeks to stimulate, facilitate, and evaluate educational interventions that effect positive change in selected leader attributes. The purpose of *this* program is to provide leadership development experiences for underrepresented groups in vocational education to increase the likelihood that they will

   a. perceive opportunities to assume leadership roles.

   b. grasp those opportunities.

   c. succeed as leaders in a wide range of situations and professional positions.

2. **Content**. Given the strong relationship between the 37 attributes and desirable performance as a leader, as well as the fact that many attributes can be significantly improved through formal instruction, the enhancement, adaptation, and cultivation of the leader attributes has been adopted as the instructional task and primary content base of the program. Because most underrepresented groups have had limited opportunities to gain experience in leadership roles, it was also decided that the program should provide learning experiences in a wide range of leader attributes; opportunities are provided for individuals to attain depth in those attributes they select, rather than in-depth experiences in a few predetermined attributes. Additionally, our prior research on leadership programs for graduate students (Moss, Jensrud, & Johansen, 1992) has shown

   a. a high positive correlation between hours of directly supervised instruction and the number of attributes improved.

   b. that 90 hours of classroom instruction plus outside assignments is adequate to significantly affect a meaningful number of leader attributes and process skills.

   However, even with 90 hours of class instruction, it is not reasonable for the program to attempt to improve all 37 leader attributes of all participants. Therefore, it has been necessary to identify the particular attributes whose improvement will constitute the specific instructional objectives of the program. The following two sets of attributes were chosen according to research and expert advisory criteria:

a. Research supported by the NCRVE has shown that 14 attributes best explained the variance in leader performance (Moss & Liang, 1990) and/or were consistently considered by the former participants of 17 leadership programs to have been most useful to them in their leadership activities (Moss, Jensrud, & Johansen, 1992; Leske, Berkas, & Jensrud, 1992). The 14 attributes are as follows:

(1) adaptable, open to change
(2) insightful
(3) team-building
(4) willing to accept responsibility
(5) motivating others
(6) communication
(7) visionary
(8) networking
(9) confident, accepting of self
(10) planning
(11) decision-making
(12) delegating
(13) managing information
(14) ethical

These attributes are considered "most important" to all leaders, regardless of gender or ethnicity, and, therefore, each comprises the primary or concomitant objective of one or more learning experiences in the program.

b. Second, although all successful leaders should demonstrate the same attributes, individual differences due to a variety of factors (i.e., socialization processes of females and males) tend to create particular strengths as well as developmental needs among attributes. Eleven additional attributes whose further development is likely to be helpful to most underrepresented groups have been identified through a review of the literature and the advice of a committee consisting of underrepresented groups who have had experience conducting leadership development programs. Those attributes are as follows:

(1) tolerant of ambiguity and complexity
(2) courageous, risk-taker
(3) initiating
(4) achievement-oriented
(5) persistent
(6) conflict management
(7) tolerant of frustration
(8) committed to the common good
(9) stress management
(10) using appropriate leadership styles
(11) sensitivity, respect

These attributes have also been included as objectives of the program's learning experiences.

3. **Organization**. The program is divided into three major sections. These sections and their order in the program are as follows: (1) "Introduction to the Leadership

Development Program," (2) "Planning for Leadership Development," and (3) "Developing Leader Attributes."

a. The "Introduction" section contains an orientation to the program and its processes, a view (from different perspectives) of vocational education system realities, and an introduction to group process skills used throughout the learning experiences.

b. The "Planning for Leadership Development" section includes an assessment phase (of life roles, personality type, and leader attributes) and an establishing goals and strategies phase (using mentors and formulating an individualized leadership development plan).

c. The first two sections set the stage for moving into the third major (and largest) section of the program, "Developing Leader Attributes." An earlier factor analysis study of the 37 leader attributes (Moss & Liang, 1990) yielded three clusters of attributes: (1) personal characteristics, (2) interpersonal skills and characteristics, and (3) generic management knowledge and skills. In developing the learning experiences for the attributes selected as program objectives (content base), it became evident that those same three categories made pedagogical sense. There were obvious interrelationships and many opportunities for mutual reinforcement among the attributes within each cluster. The major program section of "Developing Leader Attributes" has, therefore, been organized into three phases: (1) personal characteristics, (2) interpersonal skills and characteristics, and (3) management knowledge and skills. (For the complete, detailed organization of the content, see the "Table of Contents.")

4. **Structure of the Program**. The program is intended to be customized for specific contexts and constituents. The varied potential uses imply the need for a flexible program structure in which each learning experience is focused on only one or two attributes (or topics) and is relatively independent from other learning experiences. On the other hand, the most effective instruction is probably achieved when learning experiences take advantage of the inherent interrelationships among attributes and the opportunities they may present for mutual reinforcement. The structure of the program tries to strike a reasonable balance between these alternatives. Each learning experience focuses on specific attributes so that it is possible to select particular learning experiences to achieve targeted outcomes. At the same time, learning experiences also try to make interrelationships among attributes evident where they exist, and assignments often try to provide practice on more than one attribute.

   The nature of the program's content, particularly its intent to change personal characteristics and interpersonal skills and characteristics, seems to require the use of group-instruction techniques to create and utilize cohesive, supportive cohorts of participants. Consequently, the learning experiences have been structured for delivering common content to a group of participants. In order to provide for the unique needs of individual participants—as made evident in the assessment and planning phases of the program—participants are allowed to individualize assignments and are expected to undertake special long-term projects.

5. **Learning Experiences**. The structure of each learning experience is an adaptation of the *Performance-Based Instructional Design (PBID)* model (Pucel, 1989). This structure ensures that instruction is focused on changing performance.

Participants do not simply learn *about* attributes; they are required to demonstrate appropriate attribute-related behaviors. To use the PBID model, the definition of the attribute is stated in behavioral terms and serves as the objective of the learning experience. The behavioral objective is then analyzed into its process and knowledge-base components to identify the content to be taught. A lesson delivery plan is then created to guide the instructor and maintain participants' focus on the objective of instruction. Each lesson delivery plan consists of the following seven steps: (1) rationale, (2) need-to-know information, (3) demonstration, (4) guided practice, (5) unguided practice, (6) evaluation, and (7) feedback. Content, method, and media are recommended for each step. In the unguided practice step, participants complete assignments that cause them to demonstrate the desired leadership behaviors. Depending on importance of the attribute and difficulty to improve it, a learning experience may contain several practice assignments extending over a considerable period of time (and, as previously noted, may require the performance of several related attributes). Each learning experience also provides the following:

a. an estimate of the in-class and out-of-class time required to complete the experience

b. a list of instructional materials that the facilitator must secure for the learning experience (e.g., videos, games)

c. the instructional materials that are provided with the program (e.g., content outlines, overhead transparencies, handouts, required readings)

d. a list of supplemental materials and readings

e. a list of optional activities

6. **Learning Strategies (Methods and Media)**. The steps in each learning experience include recommended methods and media. Their selection has been based upon the following guiding principles:

   a. As previously noted, sufficient opportunities for practice must be provided so that participants can change their behaviors, rather than simply learn about attributes.

   b. Team building experiences should be provided early in the program to create a safe, supportive environment in which attribute changes are encouraged and made less difficult.

   c. Participants need to be active learners. Facilitators should encourage discussion, small group activities, games, role plays, and so forth when feasible.

   d. Facilitators should draw on the experience of participants and stimulate them to apply new information to realistic situations.

   e. Learners should be taught to reflect upon, in order to learn from, their assignments and other experiences.

Instructional strategies (methods and media) have been selected that

a. introduce and orient participants to the program and its processes.

b. allow participants to make a diagnostic assessment of their life roles, personality type, and leader attributes.

c. assist participants in establishing individualized plans for leadership development.

d. provide a capstone simulation to apply leader attributes in an integrated, realistic, and safe environment (i.e., *Breakers Simulation*).

Specific instructional strategies (methods) include the following:

a. a leadership development plan to guide the conceptualization of a cognitive model of leadership and an individualized action plan to enhance, modify, and adapt leader attributes throughout the program.

b. self-assessment (inventories and reflections) of leader qualities to sensitize participants to their strengths, as a foundation on which to build, and to their resulting development needs, as well as to help participants understand, respect, and appreciate the behavioral differences among individuals.

c. job shadowing to observe a role model(s).

d. journalizing for self-reflection.

e. meetings with mentors and networking to promote personal and professional goals (e.g., meeting with a legislator).

f. team-building experiences in a safe, supportive environment in which attribute changes are encouraged and facilitated.

g. presentations, demonstrations, field trips, and readings provided by role models.

h. structured self-reflection exercises, in order to learn from assignments and other experiences.

i. guided practice for applying the attributes to be changed (e.g., simulations, exercises, games, discussion, role plays, and case studies).

j. unguided practice to observe, describe, discuss, and critique leadership practices with role models in selected organizations.

7. **Delivering the Instruction**. The term *facilitator* refers to the individual in charge of the program. A facilitator administers the leadership development program, coordinates the instruction, and supports participants. The individuals who *provide* the instruction (instructor-leaders) have expertise in particular areas (decision-making, ethics, visioning, and so forth) and are able to share relevant experiences. Exposure to a variety of instructor-leaders throughout the program is in itself a valuable learning experience.

8. **Proposed Contributions of the Program**. The focus of this program is to enhance, adapt, and cultivate leader attributes for effective performance in vocational education leadership roles. It is a response to an apparent consensus among vocational educators that (1) there is currently a pressing need for more high quality leaders, specifically from underrepresented groups in administration, and (2) that the field is not making an adequate, systematic effort to prepare them. Moreover, this program encourages utilizing the social and professional repertoire of underrepresented groups in vocational education leadership roles to create positive change. It is not proposed that this program will eliminate the special challenges that underrepresented groups may encounter in attaining leadership positions due to discriminating practices and attitudes. It will, however, prepare participants to seek out and take advantage of leadership opportunities and will begin to provide participants with the knowledge and leadership skills necessary for effective performance.

Introduction to the Leadership Development Program

Purpose:

Participants will appreciate the need for vocational education leaders from underrepresented groups; understand the leadership development program's conceptualization, purpose, structure, content, and learning activities; and recognize the proposed contributions of leader attributes to effective performance in vocational education leadership roles.

Behavioral Objective:

Given: Group of participants at an initial meeting.

Behavior: Justify the need for vocational education leaders from underrepresented groups. Identify the leadership development program conceptualization, purpose, structure, content, and learning activities. Describe the proposed contributions of the program (i.e., adaptation, enhancement, and cultivation of leader attributes) to effective performance in vocational education leadership roles.

Standard: Participants are challenged by the program requirements and motivated to undertake the learning experiences.

The 37 Leader Attributes

1. **Energetic with stamina:** Approaches tasks with great energy and works long hours when necessary.

2. **Insightful:** Reflects on the relationship among events and grasps the meaning of complex issues quickly.

3. **Adaptable, open to change:** Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.

4. **Visionary:** Looks to the future and creates new ways in which the organization can prosper.

5. **Tolerant of ambiguity and complexity:** Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.

6. **Achievement-oriented:** Shows commitment to achieving goals and strives to keep improving performance.

7. **Accountable:** Holds self answerable for work and willingly admits mistakes.

8. **Initiating:** Frequently introduces new ideas.

9. **Confident, accepting of self:** Appears secure about abilities and recognizes personal shortcomings.

10. **Willing to accept responsibility:** Willingly assumes higher level duties and functions within the organization.

11. **Persistent:** Continues to act on beliefs despite unexpected difficulties.

12. **Enthusiastic, optimistic:** Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.

13. **Tolerant of frustration:** Acts calmly and patiently even when things don't go as planned.

14. **Dependable, reliable:** Can be counted on to follow through to get the job done.

15. **Courageous, risk-taker:** Willingly tries out new ideas in spite of possible loss or failure.

16. **Even disposition:** Displays a sense of humor and a stable temperament even in stressful situations.

17. **Committed to the common good:** Works to benefit the entire organization, not just self.

18. **Personal integrity:** Speaks frankly and honestly and practices espoused values.

19. **Intelligent with practical judgment:** Learns quickly, and knows how and when to apply knowledge.

20. **Ethical:** Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny.

21. **Communication (listening, oral, written):** Listens closely to people at work, and organizes and clearly presents information both orally and in writing.

22. **Sensitivity, respect:** Shows genuine concern for the feelings of others and regard for them as individuals.

23. **Motivating others:** Creates an environment in which people want to do their best.

24. **Networking:** Develops cooperative relationships within and outside of the organization.

25. **Planning:** In collaboration with others, develops tactics and strategies for achieving organizational objectives.

26. **Delegating:** Appropriately and effectively assigns responsibility and authority.

27. **Organizing:** Establishes effective and efficient procedures for getting work done in an orderly manner.

28. **Team-building:** Facilitates the development of cohesiveness and cooperation among the people at work.

29. **Coaching:** Helps people develop knowledge and skills for their work assignments.

30. **Conflict management:** Brings conflict into the open and uses it to arrive at constructive solutions.

31. **Time management:** Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.

32. **Stress management:** Effectively deals with the tension of high pressure work situations.

33. **Appropriate use of leadership styles:** Uses a variety of approaches to influence and lead others.

34. **Ideological beliefs are appropriate to the group:** Models and demonstrates belief in the basic values of the organization.

35. **Decision-making:** Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.

36. **Problem-solving:** Effectively identifies, analyzes, and resolves difficulties and uncertainties at work.

37. **Information management:** Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Leadership Development Program Description for Participants

A. Need for Vocational Education Leaders

A priority of the National Center for Research in Vocational Education (NCRVE) is to increase the number and quality of leaders prepared to meet present and future challenges facing vocational education. Vocational education is currently experiencing a series of changes that are rapidly and significantly altering the educational and economic environment in which it exists—changes in the nature of work, diversity in the composition of the student body, and increasing public demand for accountability. Vocational education is also being challenged, as never before in history, to justify its place in an educational system that is being called upon to provide more basic skills training, more preparation in critical thinking capacities, more science and mathematics, and a higher level of sophistication in academic subjects. Given these challenges, vocational education must begin its own transformation if it is to meet current and future needs in a changing environment.

Now, as much as in any previous era, vocational education needs leaders. Both adjusting to change and shaping the debate in education require visionary leadership. The ultimate task of educators is the development of human potential, that is, the empowerment of people. Vocational education needs highly motivated, competent leaders with a sense of vision for the future and the skills to empower many to effect positive change. According to research by Moss and Liang (1990), "vocational education does not now have the number of leaders that are urgently needed" (p. 3).

B. Conceptualization of Leadership in Vocational Education and the Leadership Development Program

1. **Leadership**. Based on the conceptualization that resulted from an extensive review of literature (Moss & Liang, 1990), leadership is viewed as a two-part *process*. The first part of the process is perceiving when change is needed; the second is influencing and facilitating a group's efforts through noncoercive means, to set and achieve group goals. In vocational education, this process should lead to the accomplishment of the following six generic leadership tasks:

    a. Inspire shared vision and establish standards that help the group/organization achieve its next stage of development.

    b. Foster unity, collaboration, and ownership, and recognize individual and team contributions.

    c. Exercise power effectively and empower others to act.

    d. Exert influence outside of the group/organization in order to set the right context for the group/organization.

    e. Establish an environment conducive to learning.

    f. Satisfy the work-related needs of members of the group/organization as individuals.

Thus, leaders facilitate the group process and empower rather than control those with whom they work. In a recent study, most vocational educators agree with this conception of leadership (Moss, Finch, & Johansen, 1991). Further, to function at peak efficiency, high-performance learning organizations need formal as well as nonformal leaders at all levels of the organization. It is, of course, critical that administrators be good leaders (as well as good managers), but it is also important that a number of teachers, counselors, and others be good leaders (as well as good instructors, advisors, and so forth). Consequently, this leadership development program is intended to help individuals who want to improve their leadership capabilities, regardless of their particular professional roles in vocational education. It is postulated that the kinds of knowledge, skills, and attitudes to be developed by this program should be characteristic of all leaders.

2. **Leader Attributes**. The second aspect of our conceptualization is that leadership is seen as being in the eyes of the beholder: only those who are so perceived are leaders. When an individual behaves in ways that others in the group/organization believe will help them achieve desired goals, that individual is seen as a leader and is perceived to possess certain attributes. Those attributes predispose the desirable behaviors and are inferred from those behaviors. Although leader behaviors are highly situational, the attributes—the knowledge, skills, and attitudes possessed by the leader—are relatively stable. They move with the leader from one situation to another and from one group to another. That relative stability increases the likelihood that an individual seen as a leader in one situation or group will be seen as a leader in other situations and groups (Bass, 1981).

3. **Research on Leader Attributes**. A review of research conducted during the last five years has revealed that 37 attributes are rather consistently related to successful leadership behaviors of the type conceived by the authors of this program (Moss & Liang, 1990). A number of studies supported by the NCRVE have recently been undertaken to test these relationships. The results have shown all of the 37 attributes identified in the literature review are

   a. strongly related (r=.56 to .82) to the leadership performance of vocational administrators as measured by subordinates' perceptions of the extent to which the aforementioned six leadership tasks have been achieved (Moss & Liang, 1990; Moss, Johansen, & Preskill, 1991).

   b. actually used by successful vocational administrators and other leaders (Finch, Gregson, & Faulkner 1991).

   c. capable of distinguishing between administrators of exemplary vocational institutions and administrators of a random set of vocational institutions (Migler, 1991).

NCRVE has also stimulated and facilitated 17 leadership development programs around the country for both preservice and inservice vocational personnel. The evaluations of those programs showed that (1) many (30% to 35%) of the attributes were improved significantly by the programs; (2) the relative success of the interventions varied with the characteristics of the program; and (3) men and women, regardless of ethnicity, benefited equally from the experience (Moss, Jensrud, & Johansen, 1992; Leske, Berkas, & Jensrud, in press). Thus, the authors of this program have some empirical evidence for assuming that the 37 attributes do predispose success as a leader in vocational education; that many of the attributes can be improved by reasonable amounts of formal educational interventions; and that both genders, regardless of ethnicity, can benefit equally from their improvement.

C. Leadership Development Program

1. **Purpose of the Program**. Recognizing the need for vocational education leaders, NCRVE seeks to stimulate, facilitate, and evaluate educational interventions that effect positive change in selected leader attributes. The purpose of *this* program is to provide leadership development experiences for underrepresented groups in vocational education to increase the likelihood that they will do the following:

   a. perceive opportunities to assume leadership roles

   b. grasp those opportunities

   c. succeed as leaders in a wide range of situations and professional positions

2. **Content**. Given the strong relationship between the 37 attributes and desirable performance as a leader, as well as the fact that many attributes can be significantly improved through formal instruction, the enhancement, adaptation, and cultivation of the leader attributes has been adopted as the instructional task and primary content base of the program. Because most underrepresented groups have had limited opportunities to gain experience in leadership roles, it was also decided that the program should provide learning experiences in a wide range of leader attributes; opportunities are provided for individuals to attain depth in those attributes they select, rather than in-depth experiences in a few attributes. Additionally, our prior research on leadership programs for graduate students (Moss, Jensrud, & Johansen, 1992) has shown

   a. a high positive correlation between hours of directly supervised instruction and the number of attributes improved.

   b. that 90 hours of classroom instruction plus outside assignments is adequate to significantly affect a meaningful number of leader attributes and process skills.

   However, even with 90 hours of class instruction, it is not reasonable for the program to attempt to improve all 37 leader attributes of all participants. Therefore, it has been necessary to identify the particular attributes whose improvement will constitute the specific instructional objectives of the program. The following two sets of attributes were chosen according to research and expert advisory criteria:

   a. Research supported by the NCRVE has shown that 14 attributes best explained the variance in leader performance (Moss & Liang, 1990) and/or were consistently considered by the former participants of 17 leadership programs to have been most useful to them in their leadership activities (Moss, Jensrud, & Johansen, 1992; Leske et al., in press). The 14 attributes are as follows:

(1) adaptable, open to change
(2) insightful
(3) team-building
(4) willing to accept responsibility
(5) motivating others
(6) communication
(7) visionary
(8) networking
(9) confident, accepting of self
(10) planning
(11) decision-making
(12) delegating
(13) managing information
(14) ethical

These attributes are considered "most important" to all leaders, regardless of gender or ethnicity, and, therefore, each comprises the primary or concomitant objective of one or more learning experiences in the program.

b. Second, although all successful leaders should demonstrate the same attributes, individual differences due to a variety of factors (i.e., socialization processes of females and males) tend to create particular strengths as well as developmental needs among attributes. Eleven additional attributes whose further development is likely to be helpful to most underrepresented groups have been identified through a review of the literature and the advice of a committee consisting of underrepresented groups who have had experience conducting leadership development programs. Those attributes are as follows:

(1) tolerant of ambiguity and complexity
(2) courageous, risk-taker
(3) initiating
(4) achievement-oriented
(5) persistent
(6) conflict management
(7) tolerant of frustration
(8) committed to the common good
(9) stress management
(10) using appropriate leadership styles
(11) sensitivity, respect

These attributes have also been included as objectives of the program's learning experiences.

3. **Organization**. The program is divided into three major sections. These sections and their order in the program are as follows: (1) "Introduction to the Leadership Development Program," (2) "Planning for Leadership Development," and (3) "Developing Leader Attributes."

a. The "Introduction" section contains an orientation to the program, a view (from different perspectives) of vocational education system realities, and an introduction to group process skills.

b. The "Planning for Leadership Development" section includes an assessment phase (of life roles, personality type, and leader attributes) and an establishing goals and strategies phase (using mentors and formulating an individualized leadership development plan).

c. The first two sections set the stage for moving into the third major (and largest) section of the program, "Developing Leader Attributes." An earlier factor analysis study of the 37 leader attributes (Moss & Liang, 1990) yielded three clusters of attributes: (1) personal characteristics, (2) interpersonal skills and characteristics, and (3) (generic) management knowledge and skills. In developing the learning experiences for the attributes selected as program objectives (content base), it became evident that those same three categories made pedagogical sense. There were obvious interrelationships and many opportunities for mutual reinforcement among the attributes within each cluster. The major program section of "Developing Leader Attributes" has, therefore, been organized into three phases: (1) personal characteristics, (2) interpersonal skills and characteristics, and (3) management knowledge and skills. (For the complete, detailed organization of the content, see the "Table of Contents.")

4. **Structure of the Program**. The program is intended to be customized for specific contexts and constituents. The varied potential uses imply the need for a flexible program structure in which each learning experience is focused on only one or two attributes (or topics) and is relatively independent from other learning experiences. On the other hand, the most effective instruction is probably achieved when learning experiences take advantage of the inherent interrelationships among attributes and the opportunities they may present for mutual reinforcement. The structure of the program tries to strike a reasonable balance between these alternatives. Each learning experience focuses on specific attributes so that it is possible to select particular learning experiences to achieve targeted outcomes. At the same time, learning experiences also try to make interrelationships among attributes evident where they exist, and assignments often try to provide practice on more than one attribute.

The nature of the program's content, particularly its intent to change personal characteristics and interpersonal skills and characteristics, seems to require the use of group-instruction techniques to create and utilize cohesive, supportive cohorts of participants. Consequently, the learning experiences have been structured for delivering common content to a group of participants. In order to provide for the unique needs of individual participants—as made evident in the assessment and planning phases of the program—participants are allowed to individualize assignments and are expected to undertake special long-term projects.

5. **Learning Experiences**. The structure of each learning experience is an adaptation of the *Performance-Based Instructional Design* (PBID) model (Pucel, 1989). This structure ensures that instruction is focused on changing performance. Participants do not simply learn *about* attributes; they are required to demonstrate appropriate attribute-related behaviors. To use the PBID model, the definition of the attribute is stated in behavioral terms and serves as the objective of the learning experience. The behavioral objective is then analyzed into its process and knowledge-base components to identify the content to be taught. A lesson delivery plan is then created to guide the instructor and maintain

participants' focus on the objective of instruction. Each lesson delivery plan consists of the following seven steps: (1) rationale, (2) need-to-know information, (3) demonstration, (4) guided practice, (5) unguided practice, (6) evaluation, and (7) feedback. Content, method, and media are recommended for each step. In the unguided practice step, participants complete assignments that cause them to demonstrate the desired leadership behaviors. Depending on importance of the attribute and difficulty to improve it, a learning experience may contain several practice assignments extending over a considerable period of time (and, as previously noted, may require the performance of several related attributes). Each learning experience also provides the following:

a. an estimate of the in-class and out-of-class time required to complete the experience

b. a list of instructional materials that the facilitator must secure for the learning experience (e.g., videos, games)

c. the instructional materials that are provided with the program (e.g., content outlines, overhead transparencies, handouts, required readings)

d. a list of supplemental materials and readings

e. a list of optional activities

6. **Learning Strategies (Methods and Media).** The steps in each learning experience include recommended methods and media. Their selection has been based upon the following guiding principles:

a. As previously noted, sufficient opportunities for practice must be provided so that participants can change their behaviors, rather than simply learn about attributes.

b. Team-building experiences should be provided early in the program to create a safe, supportive environment in which attribute changes are encouraged and made less difficult.

c. Participants need to be active learners. Facilitators should encourage discussion, small group activities, games, role plays, and so forth when feasible.

d. Facilitators should draw on the experience of participants and stimulate them to apply new information to realistic situations.

e. Learners should be taught to reflect upon, in order to learn from, their assignments and other experiences.

Instructional strategies (methods and media) have been selected that

a. introduce and orient participants to the program and its processes;

b. allow participants to make a diagnostic assessment of their life roles, personality type, and leader attributes;

c. assist participants in establishing individualized plans for leadership development; and

d. provide a capstone simulation to apply leader attributes in an integrated, realistic, and safe environment (i.e., *Breakers Simulation*).

Specific instructional strategies (methods) include the following:

a. a leadership development plan to guide the conceptualization of a cognitive model of leadership and an individualized action plan to enhance, modify, and adapt leader attributes throughout the program.

b. self-assessment (inventories and reflections) of leader qualities to sensitize participants to their strengths, as a foundation on which to build and to their resulting development needs, and to help participants understand, respect, and appreciate behavioral differences among individuals.

c. job shadowing to observe and interact with a role model(s).

d. journalizing for self-reflection.

e. meetings with mentors and networking to promote personal and professional goals (i.e., meeting with a legislator).

f. team-building experiences in a safe, supportive environment in which attribute changes are encouraged and facilitated.

g. presentations, demonstrations, and field trips provided by role models.

h. readings and self-reflection exercises, to learn from assignments and other experiences.

i. guided practice for applying the attributes to be changed (e.g., simulations, exercises, games, discussion, role plays, and case studies).

j. unguided practice to observe, describe, discuss, and critique leadership practices with role models in selected organizations.

7. **Delivering the Instruction**. The term *facilitator* refers to the individual in charge of the program. A facilitator administers the leadership development program, coordinates instruction, and supports participants. The individuals who *provide* the instruction (instructor-leaders) have expertise in particular areas (e.g., decision-making, ethics, visioning) and are able to share relevant experiences. Exposure to a variety of instructor-leaders throughout the program is in itself a valuable learning experience.

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of underrepresented groups in vocational education leadership roles to create positive change. It is not proposed that this program will eliminate the special challenges that underrepresented groups may encounter in attaining leadership positions resulting from discriminating practices and attitudes. It will, however, prepare participants to seek out and take advantage of leadership opportunities and will begin to provide participants with knowledge and leadership skills necessary for effective performance.

Program Objectives

1. Introduction to the Leadership Development Program

Given: Group of participants at an initial meeting.

Behavior: Justify the need for vocational education leaders from underrepresented groups. Identify the leadership development program conceptualization, purpose, structure, content, and learning activities. Describe the proposed contributions of the program (i.e., adaptation, enhancement, and cultivation of leader attributes) to effective performance in vocational education leadership roles.

Standard: Participants are challenged by the program requirements and motivated to undertake the learning experiences.

2. System Realities

Given: Different group realities.

Behavior: Recognize characteristics of different realities, and choose to exhibit effective behaviors from different realities.

Standard: The behaviors chosen will have a satisfactory outcome as indicated by self-rating.

3. Developing Team-Building and Group Facilitation Skills

Given: Team membership and leadership opportunities; facilitation opportunities.

Behavior: Analyze team factors and suggest interventions where problems exist.

Standard: The analysis will contain the four team factors, and the suggested interventions will be appropriate to solve the problems identified.

4. Balancing Life Roles

Given: Limited time and resources *and* multiple personal and professional responsibilities.

Behavior: Assess the challenges of balancing life roles, and formulate strategies to achieve personal and professional goals.

Standard: Priorities that are acceptable to the participant and follow the criteria outlined in class.

5. Introduction to Leader Attributes

Given: The *Leader Attributes Inventory* (*LAI*) (Self-Rating Form).

Behavior: Conduct a self-assessment of leader attributes and draw implications for improving performance as a leader.

Standard: The implications will demonstrate logical and consistent relationships between the assessment of attributes, actual behaviors, and effective performance as a leader.

6. Assessing Leader Attributes

Given: The results of an *LAI* asessment.

Behavior: Identify the leader attributes for which differences between self- and observer-ratings are worth noting.

Standard: The differences are greater than one standard error on the observer ratings.

Behavior: Select the three-to-five leader attributes that should be improved during the next nine months (or duration of the program).

Standard: The attributes selected are rated lowest by observers in relation to self-ratings, and are among those rated lowest by observers in relation to the norm group (with consideration for effect on predicted performance).

7. Assessing Personality Type

Given: The results of the Myers-Briggs Type Indicator (MBTI).

Behavior: Identify the effective and ineffective characteristics of your and others' personality types, and apply this knowledge to engage in behaviors that will result in both your and their increased effectiveness.

Standard: The behavior modification produced a more effective working relationship.

8. Formulating a Leadership Development Plan

Given: The results of
a. determining the appropriate balance among life roles.
b. the assessment of MBTI.
c. the assessment of leader attributes.

Behavior: Formulate a leadership development plan that includes at least one long-range goal for expressing leadership capabilities, and specific plans for improving three or more leader attributes and one or more MBTI characteristics during the next two years.

Standard: The leadership development plan is realistic, challenging, and is appropriate to the assessment data.

9. Using Mentors

Given: The availability of appropriate role models.

Behavior: Establish a professional relationship with a mentor.

Standard: The relationship will be based on mutual trust and respect, and will result in psychosocial and professional benefits to both mentor and program participant.

10. Insightful

Given: Opportunities at work to be more insightful.

Behavior: Consider all factors that might affect a situation and reflect on their relationships; choose a solution or offer an idea that seems best to fit the circumstances.

Standard: The participant can offer an explanation as to why it is an insightful idea, and other members in the program will evaluate the idea as insightful.

11. Visionary

Given: The importance of looking ahead to the long-term vitality of the organization.

Behavior: Look to the future for new ways in which the organization can prosper.

Standard: The new idea(s) will be acceptable to the members of the organization.

12. Stress Management

Given: Stress producing events that occur on the job.

Behavior: Identify types of stressors; plan, implement, and evaluate methods to manage dysfunctional stress.

Standard: At least one intervention will have a positive outcome, as indicated by participant self-rating.

13. Risk-Taking

Given: Opportunities on-the-job to take certain risks.

Behavior: Identify a situation on-the-job in which a certain amount of risk is involved.

Standard: Participants will make decisions based on a reasonable amount of risk and will be able to justify their decisions.

14. Achievement-Oriented

Given: Daily opportunities to increase achievement level.

Behavior: Engage in behaviors that model high-achiever characteristics.

Standard: Demonstrate and record two behaviors on-the-job per week that could be categorized as high-achieving.

15. Interpersonal Sensitivity

Given: A situation in which advocacy for diversity is needed.

Behavior: Persuade the appropriate personnel to recognize the organizational benefits of diversity.

Standard: Persuasive arguments will incorporate the factors discussed in the course materials and will demonstrate how diversity relates to effective organizational outcomes.

16. Motivating Others

Given: Current situations on-the-job in which the motivation of others can be evaluated.

Behavior: Participants will use one of the motivation models to analyze current motivational factors on-the-job.

Standard: Participant will prepare a motivation plan to increase the motivation level of employees.

17. Using Assertive Communication for Leadership Effectiveness

Given: A leadership role in an organization.

Behavior: Demonstrate effective oral, nonverbal, and active listening skills.

Standard: The principles of effective communication as presented in the program materials will be applied correctly.

18. **Active Listening Skills for Assertive Communication and Leadership**

Given: Assigned activities requiring communication with others.

Behavior: Engage in active listening skills and nonverbal attending behavior.

Standard: Properly apply the active listening guidelines and nonverbal attending behaviors provided in the program materials.

19. **Using Effective Presentation Skills**

Given: A topic to be presented.

Behavior: Demonstrate the use of effective oral and nonverbal presentation skills.

Standard: Properly apply the guidelines provided in the program materials.

20. **Networking**

Given: Opportunities to meet with people.

Behavior: Regularly utilize opportunities to increase your network for personal, professional, and organizational goals.

Standard: Increase the size, relevance, and utility of your network.

21. **Decision-Making**

Given: Opportunities on-the-job to make decisions.

Behavior: Utilize a decision-making model when the opportunity presents itself.

Standard: The decision-making process used is consistent with the model taught in this learning experience.

22. **Selecting the Appropriate Decision-Making Process**

Given: A variety of organizational problems and situations that require decisions.

Behavior: Select the decision-making process that is most likely to yield the highest quality acceptable decision in the least amount of time in each situation.

Standard: Each of the decision-making processes selected is consistent with the rules contained in the instructor's handout materials (adapted from Vroom & Yetton, 1973).

23. Improving the Ethical Quality of Organizational Decisions

Given: Decisions that need to be made about the conduct of the organization or any of its work groups.

Behavior: Apply an appropriate set of guidelines and ethical values to analyze situations and reach decisions.

Standard: The guidelines and values presented in this learning experience will be properly utilized, and the ethical quality of organizational decisions will be improved.

24. Facilitating Meetings

Given: A situation appropriate to the use of a meeting.

Behavior: Utilize the collective knowledge and abilities of the group to attain the objective(s) of the meeting.

Standard: The meeting will be effective and efficient. The group will be motivated to implement the outcome(s) and will have improved its capacity to work as a team.

25. Selecting Leadership Styles

Given: Tasks and responsibilities that have been assigned to members of the organization.

Behavior: Select the proper leadership (supervisory) style to use with each member of the group for each task.

Standard: The leadership style selected will be appropriate to the developmental level of each group member (per Hersey & Blanchard's (1988) theory of situational leadership).

26. Delegating Tasks and Responsibilities

Given: Tasks or responsibilities to be assigned.

Behavior: Assign tasks or responsibilities to selected group members, together with the necessary authority, a realistic timeline, clear instructions regarding product and/or process expectations, and suitable support/feedback procedures.

Standard: The group member's abilities are used effectively, his or her professional competencies are improved, and his or her motivation and job satisfaction are increased.

27. **Leading Through Empowerment**

Given:	The desirability of empowering members of the organization.
Behavior:	Apply organizational strategies to empower employees and the resulting issues and organizational benefits.
Standard:	Properly apply the conditions of and strategies for empowerment presented in the course materials.

28. **Organizational Planning**

Given:	A leadership role in secondary or postsecondary public or proprietary school.
Behavior:	Compare and critique the processes by which strategic organizational plans are developed and implemented.
Standard:	The critique will correctly utilize the strategic planning process presented in this lesson and the specific needs of the organization as criteria.

29. **Managing Information**

Given:	Organizational planning and operational decisions (decisions that need to be made by an administrator in an organization).
Behavior:	Identify and critique the process of collecting and managing information for planning and decision-making.
Standard:	Properly use the steps in the Information Management Process as presented in the learning experience, so that optimum decisions are made.

30. **Conflict Management**

Given:	Conflicts within an organization.
Behavior:	Apply appropriate behaviors and strategies to resolve conflicts.
Standard:	Properly apply the conflict behaviors and strategies outlined in the course materials.

31. **Influencing System Realities**

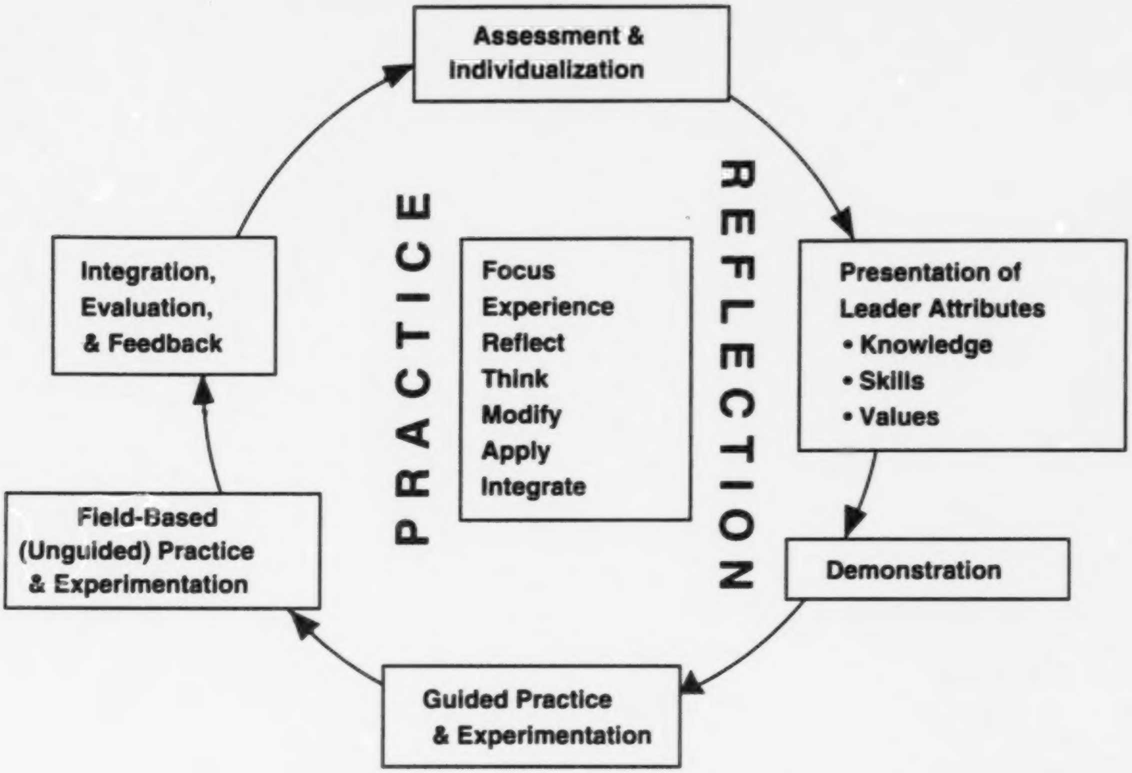
Given:	Opportunities to influence situations on-the-job.
Behavior:	Participants will use the elements of the change process on-the-job to analyze a situation that needs influencing.

Standard:	The analysis contains all the necessary elements to effectively influence current system realities.

32. **Applying the Leader Attributes Using the *Breakers Simulation***

Given:	The roles and responsibilities of administrators in the *Breakers Simulation*.
Behavior:	Demonstrate the application of leader attributes when carrying out assigned administrative responsibilities.
Standard:	Successful performance as a leader in the *Breakers Simulation*, as judged by self, fellow participants, and the facilitator.

Leadership Development
Experiential Learning Environment Model


Assessment & Individualization
Presentation of Leader Attributes
• Knowledge
• Skills
• Values
Demonstration
Guided Practice & Experimentation
Field-Based (Unguided) Practice & Experimentation
Integration, Evaluation, & Feedback
PRACTICE
REFLECTION
Focus
Experience
Reflect
Think
Modify
Apply
Integrate

The *Leadership Development Experiential Learning Environment Model* depicts the phases of instruction and emphasis on reflective practice to develop leadership attributes and process skills. The individualized assessment and evaluation of leader attributes begin the process and move the learners through the presentation of the leader attributes knowledge, skills, and values; demonstration of process skills; and guided and unguided practice and experimentation. The continuous integration and evaluation of leader attributes and process skills provide feedback on the progress made toward achieving the goals of the individualized leadership development plans.

The five guiding principles of the program are also represented, including the need for sufficient opportunities for practice to change behaviors rather than simply learn about them; team-building experiences to create a safe, supportive environment; engaging participants as active learners; drawing on the experiences of participants and stimulating them to apply new information to realistic situations; and teaching participants to reflect upon, in order to learn from, their assignments and related experiences.

Implicit in all phases of learning is reflective practice to help participants focus, experience, reflect, think, modify, apply, and integrate program materials to increase the likelihood of developing leadership capabilities through enhancing, adapting, and cultivating appropriate leader attributes and process skills.

Learning Experience Guide Matrix

		Lecture	Discussion	Demo	Role Play	Case Study	Journal	Video
I.	**Introduction to the Leadership Development Program**							
1.	Introduction to the Program							
2.	System Realities							
3.	Team-Building and Facilitation							
II.	**Planning for Leadership Development**							
4.	Balancing Life Roles							
5.	Introduction to Leader Attributes							
6.	Assessing Leader Attributes							
7.	Assessing Personality Type							
8.	Formulating a Leadership Development Plan							
9.	Using Mentors							
III.	**Developing Leader Attributes**							
10.	Insightful							
11.	Visionary							
12.	Stress Management (Tolerant of Ambiguity/ Complexity; Tolerant of Frustration)							
13.	Risk-Taking (Confident; Accepting of Self)							
14.	Achievement-Oriented (Persistent; Willing To Accept Responsibility							
15.	Interpersonal Sensitivity							
16.	Motivating Others							
17.	Using Assertive Communication for Leadership Effectiveness							
18.	Active Listening Skills for Assertive Communication and Leadership							
19.	Using Effective Presentation Skills							
20.	Networking							
21.	Decision-Making							
22.	Selecting the Appropriate Decision-Making Process							
23.	Improving the Ethical Quality of Organizational Decisions							
24.	Facilitating Meetings							
25.	Selecting Leadership Styles							
26.	Delegating Tasks and Responsibilities							
27.	Leading through Empowerment							
28.	Organizational Planning							
29.	Managing Information							
30	Conflict Management							
31.	Influencing System Realities							
32.	Applying Leader Attributes Using *Breakers*							

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Learning Experience Guide #2

System Realities*

Purpose

Participants will understand that individuals and individual groups have differing ideas about what reality is, as well as differing ways of seeing the world and filtering information. Each person filters information differently resulting in varying views about how to interpret the world around them. Understanding these different perspectives will give participants the ability to reduce potential misunderstandings when dealing with members from another reality.**

Behavioral Objective

Given:	Different group realities.
Behavior:	Recognize characteristics of different realities and choose to exhibit effective behaviors from different realities.
Standard:	The behaviors chosen will have a satisfactory outcome as indicated by self-rating.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Identify the possibility of differing group realities in a current organizational situation that needs a response. 2. Analyze the characteristics of the different realities involved and how these characteristics affect the situation. 3. Choose a behavior from one of the identified realities to exhibit, or display an appropriate behavior from your reality to respond to the situation. 4. Evaluate the outcome of the situation.	1. Recall the theory behind system realities. 2. Recall the cues for generating the characteristics of different realities. 3. Recall the cautions of stereotyping. 4. Reflect on different group characteristics.

* Requires *two* class sessions.

** This learning experience should be customized to the needs of the group with whom you are working. Special set-up directions are included.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Set-Up	1. Analyze unique populations within the program. 2. Decide on who should present this learning experience.	
Rationale	1. Present the description of system realities and the information on why they are important. 2. Present the purpose and behavioral objective of this learning experience. 3. Discuss the sensitive nature of the material.	Trans.: SR1.T SR2.T
Need-To-Know Information	4. Lecture about	
	a. Introduction to System Realities	Trans.: SR3-4.T
	b. Types of Realities	SR5.T
	c. Dichotomous Nature of Realities	SR6.T
	d. Gradations Between the Dichotomous Extremes in Most Realities	SR7.T
	e. Nature of Behavior Within Systems Realities	SR8.T
	f. Systems Within Systems	SR9.T
	g. Legal System and Laws	SR10.T
	h. Underrepresented Groups vs. Majority Groups	SR11.T
	i. Women vs. Men Realities	SR12-22.T
	j. Black vs. White Realities	SR23-29.T
	k. Line Positions vs. Upper-Management Realities	SR30.T
	l. Importance of Distinguishing Between Realities	SR31.T
	m. Separating Realities	
	(1) Methods	SR32.T
	(2) Content Areas	SR33.T
	n. Other Attributes	SR34-35.T
	o. Final Notes	SR36.T
Demonstration	5. Completed during the Need-To-Know Information dissemination.	

Lesson Stage	Instructor Actions	Resources
Guided Practice	6. Hand out the case study *A Parable: The Ups and Downs* and *System Realities Analysis* sheets. Break the participants into groups (approximately six per group). Ask each to read and discuss the parable and to fill out one *System Reality Analysis* sheet about it. 7. Prepare for group feedback by transferring the *System Reality Analysis* sheet to the blackboard (or to a flipchart, with one content area per page; tape the pages on the wall). Bring the participants back together and ask for characteristics and virtues that were generated for each category. Reinforce the importance of finding virtue in every characteristic if possible.	Handouts: SR1.C, SR1.W
Unguided Practice	8. Hand out *System Realities Analysis* sheets. Ask participants to fill out an analysis sheet for one reality that is evident in their workplace. Encourage them to respond to a workplace situation *using* a group reality different from their own. Have them write their response on the back of their analysis sheets, along with their evaluation of the outcome and their reflections on the process. (Allow enough time for participants to complete and process this task.)	Handout: SR1.W
Evaluation	9. Break the participants into small groups (approximately six per group). Ask participants to discuss their analyses one at a time. Have group members discuss the completeness of the characteristics identified for each reality and the appropriateness of the response chosen.	
Feedback	10. Group members will provide each participant with feedback, as indicated in #8.	
	[Estimated In-Class Time: First Session: 2 hours Reporting Session: 1 hour] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	49 transparencies (SR1-49.T)
Handouts:	Robert Terry's case study *A Parable: The Ups and Downs* (SR1.C) *System Realities Analysis* worksheet (SR1.W)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector
Blackboard or flipchart

D. Material preparation

1 set of transparencies (SR1-49.T)
1 distribution of Robert Terry's case study *A Parable: The Ups and Downs* (SR1.C)
2 distributions of *System Realities Analysis* worksheet (SR1.W)

E. Special setup

This learning experience should be customized depending upon the demographics of the program participants. Analyzing *system realities* is the study and appreciation of differences and similarities among different groups that coexist in our society, including our workplace. To lend credence to the experience, more emphasis should be placed on the realities that are present within the participant group. For example, if the group is half female and half male, more emphasis could be placed on women vs. men realities. Likewise, if the group is half African-American and half European-American, then more emphasis could be placed on studying and appreciating the differences and similarities between those two groups.

The material in this learning experience and the exercises advocated *could* become sensitive for the participants and the discussion could even become heated. A facilitator with conflict management skills is recommended. It is extremely important that different groups begin to dialogue in an atmosphere conducive to open and sincere responses. Discussions should be conducted with respect for the diverse opinions within the participant group. Such a frank discussion is precisely the goal of this exercise, as it will allow participants to become aware of the differing perceptions and insights related to particular realities of gender, race, and other variables.

Supplemental Readings

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Notes for Presentation of Rationale

A. Individuals within a group perceive their behaviors and others' behaviors from a different perspective than do individuals outside that group. Each group has a different perspective on how to make sense of the events that occur around them. These differing perspectives or filtering systems, called realities, are the basis for how a member of one group attributes the actions of a member of another group, and why a given individual chooses to engage in a particular behavior over another. Different groups have different norms by which they abide, and if members outside the group do not know or understand these norms, conflict, dissatisfaction, misunderstanding, and hurt can occur.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will understand that individuals and individual groups have differing ideas about what reality is, as well as differing ways of seeing the world and filtering information. Each person filters information differently resulting in varying views about how to interpret the world around them. Understanding these different perspectives will give participants the ability to reduce potential misunderstandings when dealing with members from another reality.
Given:	Different group realities.
Behavior:	Recognize characteristics of different realities and choose to exhibit effective behaviors from varying realities.
Standard:	The behaviors chosen will have a satisfactory outcome as indicated by self-rating.

C. The material presented in this learning experience may be sensitive information for participants. Experienced conflict management personnel combined with an atmosphere conducive to open and sincere dialogue are necessary for the lessons to succeed. Discussions should be conducted with respect for the diverse opinions represented among the participants. Such a frank discussion is precisely the goal of this exercise, as it will allow participants to become aware of the diverse perceptions and insights related to particular realities concerning gender, race, physically/mentally challenged, orientation, and so forth.

Notes for Presentation of Need-To-Know Information

A. ***Introduction to System Realities.*** The American workforce is rapidly becoming more diverse. By the year 2000, 88% of workforce growth will come from underrepresented groups, including immigrants. More people from racial and ethnic minority groups likely will soon permeate many of the professional, technical, and trade positions typically held by white males. Such a changing workforce demands that organizations learn to integrate, as well as facilitate, the skills, backgrounds, and abilities of a variety of people in an effective manner.

What are different realities and what do they mean to a leader? Because of the workforce changes, effective leaders must provide an atmosphere that is receptive to diversity. To do this they must understand the different realities that exist within their organization and must also be able to respond appropriately to and to harmonize these realities. There are many group realities within our society; none is inherently more right or more wrong than any other. A group reality usually is the result of people following one set of norms over another for many years. To begin to study realities, it is easiest to view realities as dichotomous. The following list is an example of dichotomous realities:

1. underrepresented groups vs. majority groups
2. women vs. men
3. black vs. white
4. line positions vs. upper management
5. educated vs. uneducated
6. young vs. old
7. experienced vs. inexperienced
8. physically/mentally challenged
9. differing sexual orientations

There are, however, gradations between the dichotomous extremes in most realities. For example, with respect to line positions vs. upper management, gradations exist between these two positions along a continuum—line positions, supervisor, middle management, and upper management. Even the women vs. men reality continuum can be considered gray in some cases. For example, to get ahead in organizations dominated by men, many women have bought into the male reality and exhibit many of the behaviors that were traditionally thought of as male. Likewise, many men have learned through professional development courses or in other ways that relationships (personal and professional) are important. Consequently, distinctions between behaviors are more complex than they might have been 20 years ago.

In this learning experience, realities are taken to be *theoretically* dichotomous. This viewpoint is taken intentionally so that participants can get a feel for the differences between realities. Understanding these differences can lead participants to a more complete understanding of their environments and the variables that affect them. If the American workforce is going to remain globally competitive we must learn to recognize and to value professional, cultural, and interpersonal differences and similarities.

B. ***Nature of Behaviors Within System Realities.*** Most system realities are not formally governed by written rules and policies. They are fed, maintained, changed, and justified by both the overt and covert behaviors exhibited by individuals, groups of individuals, and organizations as a whole. Different realities can be overtly fostered by organizations when, for example, one puts out an employee handbook that differs from the handbook written by another organization. Each organization is trying to set some ground rules as to how they think employees within *their* organization should act. They are overtly setting the stage for what they think are appropriate and inappropriate behaviors. More covertly, an organization might foster a reality different from that of another organization by using gender inclusive language in its external and internal communications. This practice *subtly* advocates equity by letting the members of the organization know that gender inclusive communication is appropriate, while also indicating that exclusive language is inappropriate. It is the responsibility of the leader to know and understand both the overt and the covert norms within the organization so that she or he can better understand the dynamics involved.

C. ***Systems Within Systems.*** Leaders need to be aware that each organization is a large system with subsystems. That is, organizations are made up of individuals, each of whom has a system reality. These individual subsystems make up larger systems (perhaps work groups, departments, and levels within the organization) that produce an entire system reality. Therefore, a change within one subsystem will have an effect on other subsystems, which might in turn have an effect on the system as a whole.

Even if a leader feels she or he understands and is aware of the organizational system reality, some individuals within the organization may have a different reality that is not evident when looking at the organization as a whole. The whole organization might be masking individual system realities. For example, if the majority of an organization's employees are white men and a black woman is hired in department X, the leader might advocate nondiscriminatory policies and support nondiscriminatory practices, but the leader cannot truly be sure that the system reality the black woman experiences is a feeling of acceptance and a sense that practices are nondiscriminatory. What she actually encounters could be quite different.

It is important to note that different system realities can exist successfully within a larger system. The purpose of understanding different ethnic realities, for example, is not that all ethnic differences should be erased and one system reality should prevail. On the contrary, the understanding of different realities promotes acceptance of diversity, which builds trust among members of an organization and allows them to contribute a wide variety of talents and insights to the organization as a whole; the result is that organizations can perform more effectively in meeting its goals. Each reality has characteristics and behaviors that can be appraised as having a high value for organizational effectiveness.

A system needs diverse subsystems to function and each of these subsystems will have a different reality. For example, a computer system has a keyboard, a monitor, and a central processing unit (CPU). Each of these subsystems has different qualities and interfaces with the outside world in a different way. Just looking from the outside, the keyboard responds to tactile sensations, the monitor is more of a visual interface, and the CPU has mechanical parts with which it interfaces with the environment. Each of these subsystems have internal mechanisms that are quite different from one another. The diversity of the system's parts is what makes the system effective in performing tasks such as preparing this document. If the system was made up only of a keyboard, or of several keyboards, it would not be able to perform the tasks necessary to be effective.

Leaders have the responsibility of harmonizing differing realities while protecting individual rights. All persons in an organization need not think alike nor have the same reality. Instead, people need to respect one another while performing organizational goals so that each individual can contribute to the end result.

D. ***The Legal System and System Realities.*** Most laws are put into place to protect individual groups. Women, physically challenged individuals, children, minority racial and ethnic groups, and others who have been disadvantaged or discriminated against in the majority system, all have been the subjects of laws. If groups in the majority system had accepted these oppressed groups, tried to understand their realities, and worked to include them as equals in the majority system reality, such laws would not have been necessary.

Somehow it is easier for a majority system reality to look at superficial differences and reject them than to recognize these differences, accept, and use them. Organizations need to look at all their opportunity-restricting practices. The controlling premise governing opportunity is that leaders and members within an organization should take no action that unfairly restricts others from access to the rights and benefits of participation in the organization. An action or decision is unfair if it is based on characteristics or behaviors that have no real bearing on job performance.

Protective laws continue to be enacted because the track records of organizations show that certain groups continue to be treated unfairly.

E. ***Sample System Realities.*** The information in this learning experience on the various realities was solicited from representatives of each reality group, who were asked to describe their perceptions of reality—that is, to state the observations and opinions that they had developed as members of minority groups in majority-based settings. The materials are provided to stimulate discussion and dialogue among members of various groups. The information is not meant to be inclusive of all individuals of a particular reality, but merely to serve as examples to inspire introspection among program participants.

1. **Underrepresented Groups vs. Majority Groups**

a. *Background.* A tremendous amount of time and energy is wasted by individuals and organizations because of prejudice and discrimination. Underrepresented groups daily fight acts of prejudice and discrimination and also waste energy in anticipating the next discriminatory event. Unfortunately, fear and mistrust still exist between underrepresented groups and the majority. Underrepresented groups have come to mean groups that have not traditionally been in the majority (i.e., people of color, physically challenged people, Native Americans, women, poor people, people of differing sexual orientation). Prejudice and discrimination are products of a lack of contact or of information sharing between groups.

Accepting the fact that discrimination still exists is the first step in changing some of the systems of our society. As we learn more about our society through the comparative study of other cultures, we learn from one another. Thus, whites may learn about themselves through the study of people of color, and men may learn about themselves through the study of women, and so forth. Insights into how and why others behave often leads to insights about ourselves. Leaders can work to build a consensus among coworkers so that the entire group identifies, accepts, and appreciates diversity and how it can enrich and strengthen the group.

b. *Analyzing Underrepresented Groups vs. Majority Group Realities.* Participants may find at first glance that some of the characteristics that each group attributes to the other seem to be negative stereotypes. Often when we deal with group differences, we tend to list characteristics that we find distasteful about members of other groups. These characteristics are stereotypes, and negative attitudes toward a group constitute prejudice.

It is important to warn against the tendency for some individuals to use stereotypical information to reinforce prejudice rather than to understand and reduce it. The purpose of this lesson is to help leaders realize that differing system realities exist within organizational environments and leaders can use this information in a positive manner. Leaders should respect the diversity of characteristics among followers, promote acceptance, and help others to value the contributions that each individual brings to the workplace. Therefore, a leader needs to go beyond stereotypes and prejudice to the next level—understanding groups' perceptions. Even unfounded stereotypes can be useful in describing realities and using the information productively. For example, let us begin with the underrepresented groups vs. majority group realities and look at what a leader can do with the information. *[Possible leader actions are in brackets.]*

(1) Underrepresented groups are defensive.

If the statistics on the top individuals in government and organizations are perused, it's easy to realize that underrepresented groups have not been allowed the same opportunities as the majority group. Their defensiveness and anger is understandable in this light. Often we forget that our society is based on a slowly changing system. There are reasons for why things are the way they are and the majority are products of this system. This does not mean that the system cannot and should not change. The majority has to understand that there is a basis for mistrust. Change is hard for most people. Think about how long it took you to change one of your attitudes or behaviors. Leaders today are trying to change the attitudes of many.

[A leader's role is to increase the trust between groups by treating underrepresented groups the same as majority groups, lending support, and following through with deserved rewards. Also, the majority has to understand the defensiveness of underrepresented groups. Building trust over the long haul will decrease defensiveness.]

(2) The majority pushes ahead without consideration for my ideas.

Because certain types of behaviors have been rewarded in the past, the majority in many cases behaves without reflecting on their actions. The traditional style of management has been ingrained in many individuals. A leader might have to invest in soliciting ideas from underrepresented group members, and the majority needs to pay attention when these ideas are presented and back off if necessary so that these ideas can be fairly heard and considered.

[A leader should make sure that all ideas are heard and respected. Stopping a vote, putting a halt to a motion of a meeting, and clarifying an idea that is

lost on the majority because of prejudice or status quo attitudes are all behaviors which would allow diverse ideas to be voiced.]

(3) The majority controls all the resources.

If you look at any situation in which one party has more power and resources, it is easy to see that the owner of the power and resources does not want to give them up. Experiences in the traditional management style have shown that when you give away resources, your future yield is less and you have less power. A new way of thinking has to be taught to the majority in which sharing power and resources are understood as investments that produce a tenfold return for the community or organization as a whole. This shift in thinking will not occur overnight or without incentives; rewards for sharing resources must be built into majority systems. Underrepresented groups must not become hoarders themselves when they gain control over resources. Because there is a limit to resources, all groups must share them equally and fairly.

[A leader needs to be sure that resources are allocated fairly among all members of a group. Group members also need to be awarded for sharing and giving resources to others.]

(4) The majority will not let me in.

Underrepresented groups that have tried to gain entrance to a majority system may be thwarted by prejudice or by discriminatory practices. Sometimes, though, the issue is one of trust, communication, and understanding. Most individuals are not mentors by nature and majority group members are often afraid and confused about how to behave. Because society is in the process of changing the rules, no one seems to know today's appropriate behaviors. For example, is it OK to say "black people"? Do all racial and ethnic minorities like the term "people of color"? Do people of color include Hispanics? Should you comment on how a woman is dressed? A lot of people try to do the socially appropriate thing, but are so apprehensive about making a mistake that they do not say anything at all. This is sometimes worse because communication is stifled and everyone feels uncomfortable.

[Leaders need to find out what each of their group members want and promote collaboration between members. Opening communication and seeing that all members of the group are supported will promote trust and decrease the fear the groups may have toward one another. Leaders need to mentor and help underrepresented groups get in.]

(5) Underrepresented groups do not always have the skills that we need.

Sometimes underrepresented groups come into a situation and do what is appropriate based on their own cultural norms, but the majority group finds their actions inappropriate. Majority group members might not have been exposed to a variety of approaches to conducting business and to diverse personal and cultural styles.

Members of underrepresented groups, in turn, have not had an opportunity to learn majority group norms that may enhance their own approaches.

[A leader needs to allow for the expression of different styles and for opportunities for members to learn from one another. Providing feedback and support for change would help to train members for more effective communication so they can be successful.]

2. Women vs. Men

a. *Background.* In spite of the growing number of women in management positions, most women have reported great difficulty in breaking through the *glass ceiling*. The glass ceiling means those invisible barriers that separate women from positions of significant corporate power. Sex discrimination laws and executive orders such as Title VII of the 1964 Civil Rights Act and the Equal Pay Act of 1963 have opened the doors to women and minorities entering the workforce. These laws do not, however, ensure that women will receive the promotions, pay, and recognition typically associated with high status occupations traditionally held by white males.

State and federal laws can protect employees from overt acts of sex and race discrimination, but it may take the constant efforts of effective leaders and managers to create an awareness of the more subtle types of discrimination that have kept women and other underrepresented groups away from high status leadership positions. Organizations, leaders, and trainers may have to present information and activities that educate people about the social, historical, and psychological effects of gender bias that are ingrained into both men and women long before they become members of the workforce.

From as early as three years of age, people are socialized to expect men and women to behave differently. Traditionally, girls have been raised to be subordinate, caretaking, and dependent. Boys, however, are brought up to be independent and responsible for taking the superior role (Leto DeFrancisco, 1992). Additional factors reinforcing traditional gender stereotypes include the media, individual families, and educational systems. As a result of different socialization, life experiences, and privileges, boys and girls develop differently.

In most cases, sex role stereotypes are based on traditional white middle-class and upper-class values. Women have been expected to be wives, mothers, community volunteers, teachers, and nurses. In all of these roles, they are expected to be cooperative, supportive, understanding, gentle, and to provide service to others. Women are supposed to gain their identities and self-esteem by supporting others rather than by pursuing their own intellectual and personal interests and potentials. Men are supposed to appear competitive, strong, tough, decisive, and in control. They are expected to reach their goals and they are encouraged to do so, without having to endure the societal or cultural limitations that can hinder women.

As a result of the sex role socialization process, men and women learn to form beliefs about what is appropriate behavior for themselves and others. The perceptions of appropriate sex role behaviors spill over into organizational settings, generating beliefs about leadership characteristics and abilities. Women who may be qualified to fill leadership positions at work might find themselves caught between behaving "like a woman" and behaving like a "leader." If they are perceived to be too "feminine" they might be deemed, by social standards, as ineffective leaders. If they reveal the "masculine" traits commonly associated with strong leadership, they are presumed to have failed as a woman. If the traditional leader is expected to be dominant, aggressive, and self-confident, and a woman is expected to be emotional, passive, nurturing, and indecisive, then how can women leaders perform tasks without losing their credibility as a leader or as a woman?

Rather than assume that aspiring women leaders cannot act like women or need to act like men, it may behoove leaders to take a gender-neutral position. That is, there are certain behaviors in which leaders must engage and, in most cases, these behaviors cannot be evaluated as innately male or innately female. They are androgynous. Being a leader requires various behaviors, all of which are important, and none of which ought to be strictly in the domain of one gender.

b. *Analyzing Women vs. Men Realities.* The characteristics in the women vs. men realities are drawn from a traditional standpoint. These generalizations are not means to define what women and men are like, but are intended to illustrate the distinctions that have traditionally shaped the socialization of males and females in our society. The following are some traditional differences between U.S. women and men (as characterized by Schaef, 1993). *[Possible leader actions are in brackets.]*

(1) Women frequently doubt their perceptions, so they do not really tell others about them. When they do speak their minds about their perceptions, men mock them or simply take over and override them. Consequently, the women form opinions and judgments, but keep them to themselves.

[Ask women in your group for their opinion. If they hesitate, wait patiently for a response, and acknowledge and use their perceptions and wording, even though it might be foreign to you.]

(2) We expect much more from men because of our culture. Men have traditionally been the breadwinners. We expect them to understand women because they are supposed to be all-knowing. However, when they do not live up to those expectations or when they do not understand women, we blame women for not being able to be understood.

[Do not expect so much from men. Draw out women and provide the opportunity for them to verbalize their concerns. Ask women if they are being understood. When women give up on trying to explain an issue, tell them you do not understand and ask them to try again. It is probably as much the group's fault for not understanding as it is women's fault for not being understood.]

(3) Because men have been in the dominant reality for so long, they do not even know that other systems exist. The dominant reality does not have to know the rules of the other subsystems.

[Help women make their reality known. Help men understand that different realities exist, and help them support members of other realities.]

(4) It takes a great deal of effort to teach men the female system because

(a) they do not even know it exists, so women have to start from scratch.

(b) women hesitate because they mistrust their perceptions.

(c) it is hard to get men motivated to learn about the female system, because they have the dominant/superior position in our society at this point. They are already in charge.

[As a leader, you must be prepared to expend a great deal of energy on helping participants build cohesive working relationships in which they advocate and appreciate cooperation. Being aware of other realities and helping individuals to reach their potentials are a leader's responsibilities. Women and men should help women trust their perceptions. There should not be a dominant reality that oppresses other realities; leaders need to embrace diversity.]

(5) Men do not really ask women what they are like. They would rather tell women what women are like. They also feel that they are right in their perceptions of women because they have held the dominant position (which can be attributed to both men and women giving them this status).

[Leaders need to support women in telling men what women are like and what they need. Helping to identify and change situations in which women are being told what they are like will increase women's risk-taking behaviors. If it is true that men feel superior in your organization, you need to confront this obstacle; ignoring it will not make it go away.]

(6) Men want women to explain the female system in the male system language. Men feel that it is women's responsibility to aid them in understanding the female system.

[As a leader, you might need to gain some commitment by men to try to understand other realities. Language barriers between realities are always an obstacle. Willingness to clarify ideas and willingness to listen are important behaviors for both realities.]

(7) Many women foster and protect the myth that men have fragile egos, which makes these women feel indispensable to their men.

[A leader should help women understand that they have value in their own right and do not have to be dependent on others for their worth. Also, advocate that women need to support other women as much as they support men.]

(8) Men are unresponsive to women's ideas. Men, however, feel very possessive of their own ideas or the ideas of other men. Women are forced either to take the risk of presenting their ideas and having

them shot down, or to slip the ideas to a man and at least have the idea presented with some hope of being adopted.

[Leaders should be nondiscriminatory about idea acceptance. Knowing that women have a tendency to slip in ideas through someone else should indicate to the leader that more effort is needed to ask women more often what their ideas are, and to express open interest in the value of the ideas.]

(9) The only goals women should have are marriage and children.

[While understanding that women have traditionally kept the family going, a leader should be aware that women may have various sets of priorities, and that many men may feel home and parenting to be priorities. Nevertheless, as more women are in the workplace, leaders have the responsibility to make accommodations such as child care and maternity leave.]

(10) Men are seen as the initiators (e.g., advancing ideas, touching first, setting the stage, organizing meetings), and women as the followers. Women have to be the ones who sit back and wait.

[As a leader, you could put women in charge of initiating certain events so that women and men can get used to it. If you observe women sitting back and waiting, squelch it by asking women for their ideas and reinforcing small efforts at initiating.]

(11) Men are principally interested in the task, and women give more importance to the working relationships.

[Perhaps, men in your group could use more sensitivity to relationships, and the women could use experience at task accomplishment.]

These are just some of the generalizations that have traditionally been assigned to men and women. It is important to remember that the particulars of each person's socialization and life experiences may vary, especially across differences of ethnicity, race, and class. Some men may display characteristics commonly associated with a female reality, and vice versa.

3. Black vs. White

a. *Background.* Cultural differences between blacks and whites are generally ignored when attempts are made to understand how and why their communication fails. One reason for this is that cultural differences play a covert role in the communication process. When blacks and whites interact in public meetings, their agenda typically does not include a discussion of how each group is interpreting the other's behavior and why, or how each expects the meeting to evolve. Unless there are reasons to believe otherwise, blacks and whites at such gatherings will assume that the meaning they are assigning to all of these matters are the same and, therefore, that the motives they are ascribing to each other—based on this assumption—are also justified.

Of course the chief reason cultural differences are ignored is that both blacks and whites assume they are operating according to identical speech and cultural conventions and that these are the conventions that the socially dominant white group has established as standard. This assumption—besides adding to the disruptive capacity of cultural differences—speaks to the general public failure to recognize that black norms and conventions in these areas differ from those of whites, and that these conventions are as relevant in black-white gatherings as are white conventions.

Blacks feel that any constraints against speaking up are caused by external factors that create risk—general regulations against speaking or the position of people in a minority. They do not see constraints against speaking as resulting from internal factors such as psychological inhibitions. Consequently, blacks feel that once external prohibitions against speaking have been lifted—that it is "safe" to speak—everyone should feel equally free to do so. This view implies that the capacities and inclinations of blacks and whites to assert themselves are equivalent. They are not.

The reason for this is that black culture allows its members considerably more freedom to assert and express themselves than does white culture. Black culture values individually regulated self-assertion. It also values spontaneous expression of feeling. As a result, black cultural events typically encourage and even require individuals to behave in an assertive and self-expressive manner.

White culture values the ability of individuals to rein in their impulses. White cultural events do not allow for individually initiated self-assertion of the spontaneous expression of feeling. Rather, self-assertion occurs as a social entitlement, a prerogative of one's higher status or, as with turn-taking, something granted or regulated by an empowered authority. And even when granted, it is low-keyed assertion, showing detachment, modesty, and understatement.

Not only is it easier for blacks to assert themselves—they can follow through on their impulses without waiting for external authorization—but the level of energy and spiritual intensity that blacks generate is one that they can manage comfortably but that whites can only manage with effort. As a result, whites find it difficult to establish the dynamic balance necessary to achieve parity for their opposing viewpoint.

Blacks do not initially see this mismatch, because they believe that their normal animated style is not disabling to whites. Whites are constrained not only by the higher level of energy and spiritual intensity that blacks generate, they are worried that blacks cannot sustain such intense levels of interaction without losing self-control. The reason for this concern is that whites conceive of and practice self-control as repression, checking impulses from within before they are released. Once such impulses are released, whites feel that self-control has been lost. Because they feel they are losing self-control when engaging in highly energetic and animated argument—the kind that functions for them as a ventilation of anger and hostility—they believe that no one else can successfully manage such intense exchanges. But blacks do not conceive of or practice self-control as repression. Rather, consistent with their cultural value upon assertive/expressive behavior, they see self-control as "getting it together."

For example, at a meeting between community representatives and university faculty, the remark of the white female faculty member who characterized the session as a "Baptist revival meeting" did not go unchallenged. A black male faculty member—a principal leader in the opposition to the proposed urban education program—angrily pointed a finger at her and said, "Professor _ _, you need to know something. You can't make me over into your own image. Do you understand that? You can't make me over into your own image." Then upon seeing her frightened look, he softened his anger and said, "You don't need to worry." The white professor was not assured. When the meeting was over, she accused the black faculty member of having "threatened" her. He was astonished by her accusation. His comment afterward was, "All I did was talk to her. Now how can that be threatening?"

These conflicting interpretations of the black professor's behavior are not unique to this encounter. Whites invariably interpret black anger and verbal aggressiveness as more provocative and threatening than do blacks.

The realization of the need for a strategy to survive in leadership positions is very apparent in many statements made by blacks in leadership roles. Sponsorship for whites in an organization is a very accepted procedure to give bright, up-and-coming young managers that extra boost they need to beat the competition in moving up. Older, more experienced managers will pick younger managers whom they perceive as having potential and will coach, guide, and act as advocates for their protégés. Often a social relationship develops between them, and the young manager receives special career-oriented grooming.

Rarely do black managers get picked for sponsorship; if they do, it is almost never in conjunction with a social relationship and special grooming. If a black manager has a sponsor, it is usually because that person has sought and adopted one. The black manager must then establish a relationship with the adopted sponsor and work to develop a real alliance or at least an effective one.

One big problem for blacks getting sponsored is that white managers are often still not able to recognize minority potential. Blacks tend to bear little resemblance to how the white organization thinks its managers should look and behave. Establishing a social relationship is difficult because the pressures of differing cultures, differing expectations of each other, and personal and institutional prejudices are always there to interfere.

Using white resources is a perplexing issue for black managers. They are ambivalent about seeking information from whites. Black managers want to use whites as resources but are concerned about how that will be viewed. Initially what black managers lack is an effective how-to approach to get information from whites. There tends to be a lack of trust on the part of the black individual toward the white resource and vice versa and an inability to sense and properly react to racism.

Cultural paranoia is a sociological and anthropological concept that refers to a protective hesitation or suspicion. It is a group coping mechanism that, for blacks, has evolved to deal with the consequences of racism. Protective hesitation is the behavior associated with cultural paranoia in which blacks hesitate to protect themselves from possible psychological assault before interacting or preparing to interact with whites. Blacks also use protective hesitation so they may act more deliberately in an attempt to avoid reinforcing any negative stereotypes that whites may have about blacks.

The black leader has to learn management skills that are somewhat different from those learned by the white leader. More accurately, one could say that some of the management skills needed by blacks are the same, but in practice they contain an additional component—the skill used to neutralize the racism or sexism of others. This skill must be mastered and practiced by blacks for effective leadership to ensue.

b. *Analyzing Black vs. White Realities.*

(1) Blacks have to use energy figuring out how to—or planning how to—communicate with a white boss when the blacks feel there is something racial in the interaction affecting the communication.

[As a leader, it is your responsibility to build informal networks for all your followers. Underrepresented group members should be given sponsors or mentors with whom they can communicate and reflect. If you are ever in the presence of remarks or behaviors which could be construed as discriminatory or distasteful, it is your responsibility to immediately point out the inappropriateness of such incidents. This shows the underrepresented group member that someone representing the organization is one her or his side.]

(2) In many cases, whites will ask for input from blacks then confer with a white person to check the blacks person's data. Whites will claim they did not understand. One has to anticipate such behavior and put data in writing.

[People seeking clarification on an idea should be encouraged to go back to the idea's originator. As a leader, you should always go back and ask the originator for additional information without circumventing individuals.]

(3) In meetings with whites, blacks are either on the offensive or defensive.

[Leaders need to monitor the behavior of group members. Make sure that underrepresented group members' ideas are not discounted or put on the shelf more readily than ideas from majority members. Ask for details about ideas from all who present them in a group setting. Leaders need to objectively support issues and not take sides before finding out all necessary information.]

(4) In dealing with whites, blacks have to always be two steps ahead of their thought processes to make up for the extra energy they are expending in dealing with racial issues.

[Leaders need to expect the same criteria from all group members. As a leader, you need to reflect on whether all members are given the same amount of information. Underrepresented groups, in many cases, have not been privy to experiences and background material which is a part of the

majority reality; therefore, leaders might need to give underrepresented group members more information to prepare them to make informed decisions.]

(5) Blacks must be friendly to whites. Whites are easily turned off by hostility or unfriendliness by blacks. Blacks have to operate more smoothly than whites in interactions. Blacks must confront a situation in such a way that whites do not lose dignity. Whites do not have to worry about it, but if blacks do not, they receive very negative feedback.

[Leaders need to make sure the same behaviors are expected of all. Black people and women should be afforded the same leeway in behavior as is given to white men. Black people and women might justifiably respond to certain situations with strong emotions, just as white men might.]

(6) Whites are allowed to be dysfunctional in a behavioral sense with each other, but if blacks are dysfunctional with whites, they are perceived as incompetent.

[Leaders need to expect the same standard of behavior from all members of the organization. If a black person fails or makes a mistake it should be viewed the same as if a white person did so. In many cases we use blacks' failures as proof that they might not be competent. Leaders cannot use errors of underrepresented group members to support prejudices. Likewise, whites should not be protected when they err or fail at something.]

(7) Whites take care of whites. Blacks have to piece things together, or they may have to find a sponsor who will share information with them. Blacks are not privy to whites' mainstream informal network, which is social, so they do not get information as fast as whites do. That always keeps blacks in a one-down position.

[Systems need to be put into place for underrepresented group sponsorship and mentorship. Black people and members of other underrepresented groups need to be able to get information on typical modes of interaction, norms, unwritten policies, and so on, and be able to reflect on these with a "safe" person.]

4. Line Positions vs. Upper Management

The differing perspectives of line personnel and upper managers are another example of different realities. In part they, like the other kinds of realities we have discussed, are based on stereotypes. Leaders should continue to approach such material positively, helping participants to glean useful information even from negative descriptions. Again, the purpose of this learning experience is to help leaders recognize the differing realities that exist within organizations and to use the information to foster more harmonious and productive systems. Typically perceived differences between line personnel and upper management are as follows:

a. Hourly people watch the clock.

[Why do hourly employees watch the clock? Because you do? Do you make them punch in and out? Do you closely monitor their breaks and lunch hours? Do you allow them less flexibility than you permit other types of employees?]

b. Upper management personnel receive "perks" to make their lives easier.

[Can perquisites be awarded in a more equitable manner? Can all employees earn perks? Can you award perks that are less salient to others?]

c. Upper management personnel could not do the job if assigned to production because they are incompetent.

[Are your managers trained to manage what they are managing? Could you reduce line employees' distrust by asking line personnel to be advisors or by promoting them to managerial positions? Do your managers listen to line employees' concerns? Are upper-management personnel making informed decisions—or making everyone's lives miserable?]

d. Upper management lives and survives in an ivory tower.

[Do the decisions your managers choose make sense from a line-position perspective? Do managers respect line personnel's expertise? If they did, would this increase respect from the bottom up?]

e. Line personnel waste materials because they do not know the value of a dollar.

[Are materials being wasted? How can you tell? Can line personnel offer suggestions about how to decrease waste? Do line personnel think there is waste? Do your managers have proof that material waste is occurring? If not, should you talk to them about unfounded accusations? Are managers setting an example for wasting or conserving material?]

f. Upper management is interested only in the bottom line.

[Are your managers also interested in the relationships in the organization? Are there other factors such as quality of work or service that should also be given weight? Further, if a line person joins a meeting, do you make sure that he or she knows what type of information is valued by the upper-management group? If bottom line figures are required, could you brief the person on how to obtain the figures and present the information? Do you provide opportunities for line personnel to contribute other pertinent information such as production knowledge or special skills to upper management discussions?]

g. Hourly employees are motivated primarily by pay.

[If you are setting up any training for hourly employees, one of the questions you should be prepared to answer is, "Are we going to get paid for this?" Because they are not salaried, and do not usually get perks, hourly employees understandably are concerned about any hour spent away from the time clock. Managers use this measurement method to reward line

positions, so why wouldn't line personnel adopt the same value system? If you want to change this, you have to find other reward systems.]

h. Upper management personnel dress in suits and ties.

[The attire worn by upper management could indicate to line personnel what is expected of them if they have to attend certain meetings and if they want to get promoted. If a different dress code needs to be followed, you should let employees in on this. Having supervisors dress similarly to those who directly report to them communicates to line personnel that supervisors are part of the group rather than above it. Dress discrepancies can be a very powerful message.]

i. Upper management personnel use big words and have charts for everything.

[Communication usually is very important to upper management. Leaders should indicate to line personnel what is expected of them if they interact with upper managers or seek promotions. On the other hand, perhaps managers are too dependent on sophisticated wording and visual aids. Are your managers communicating effectively *with line positions? Another problem is that all too often managers believe that line personnel will not be able to understand something, so they leave them in the dark about how certain documents are developed and what their purpose is.]*

j. Line positions see the production line first-hand.

[Do you use your line-personnel expertise to its fullest? Sometimes people in line positions are the only ones who have the first-hand knowledge you need. Are your line personnel represented in groups where their knowledge could help you?]

Summary Note: Leaders should never support stereotypes or prejudice toward another reality. Their role is to foster understanding and to help all individuals within the organization appreciate diversity among its members. Information gleaned in a work setting should be looked at objectively as an indication that differing realities might exist among members. This information should then be used to build understanding among members with various realities and to help all members value one another.

An individual could be a member of more than one reality. For example, a black woman belongs to the reality of a female system and the reality of an underrepresented racial group. She might also belong to other underrepresented groups—for example, she might have a disability. This makes analyzing realities more complex. This should not, however, deter a leader from understanding and helping to support appreciation for all realities.

F. Why Is It Important To Distinguish Among Realities?

1. **Because they exist.** It does not take much to see differences in the behaviors of women and men. Observe a group of men gathering in a hallway and compare this with your observations of a group of females in a similar situation. Men exhibit different postures, facial expressions, voice levels, and so forth, than women do.

2. **For better understanding**. The information is useful in understanding better why certain decisions are made, why certain interactions take place, why one group might be at the top, what motivates a group, what you can do differently as a leader, how you can get others to do things differently, and so on.

3. **To reduce stress**. In many cases, we are not sure why we're not getting ahead, why we are being misinterpreted, why individuals sabotage our efforts, and so forth. Once we understand that we are coming from a different reality than others are, events start to make more sense. Also, finding others from our reality and discussing issues of common concern helps us work more strategically with people from other realities. Interacting with others from our reality gives us important emotional support.

4. **To help you develop superior strategic plans**. The more information you have about the norms of other systems, the more likely you will be able to forecast relationship and event outcomes. You will be better able to anticipate possible obstacles and risks in attaining your goals.

5. **To increase your options**. Once you understand that you are working with different realities, you can choose to continue to engage in behaviors that are typical of your reality or to engage in behaviors that are typical of other realities. For example, if you are from the traditionally female reality and attend an upper-management financial meeting in which you will be asked about the effectiveness of your training program, you would be wise to anticipate what realities might exist in the meeting. If the realities of those in the meeting are male and upper-management, you will probably be expected to discuss facts and bottom line effectiveness. If you instead talk only about trainee satisfaction, team-building, and improved work relationships, members of the group might be confused. Consequently, because you are not speaking their language, they will discount the importance of your points and your contribution to the organization.

   By understanding and gaining information about the different realities, you have a choice about how you will approach situations. Operating solely from the concerns of your reality may limit your effectiveness, but addressing only the concerns of those with another reality would only reinforce what they find valuable, and it would not increase their appreciation for concerns outside of their reality that are valuable. Another way to approach the situation would be to incorporate both realities' interests. The woman in the situation above could talk about trainee satisfaction and team-building by presenting data on percentage of competitors that are engaging in similar activities, explaining how this can improve productivity and financial gains over the long term. Bridging both realities would be beneficial in the following two ways: (1) your value as a contributing member to the organization will be increased when you address issues that are valuable to dominant reality groups (e.g., facts, finances, bottom line); and (2) members of this other reality will find value in some of the issues that you think are important (i.e., trainee satisfaction and team-building).

6. **To make changes for the betterment of society**. Traditionally, a larger proportion of white men have been in upper management than have other groups, and some of the prevalent norms of this group (e.g., dominance, aggressive competitiveness, individualism, and emotional repression) are counterproductive, especially in group situations. Nevertheless, some of the characteristics generally associated with the white-male reality can be very valuable (e.g., interest in profits, linear approach to goals, and task orientation). The entire reality does not

necessarily have to be completely rejected, but could be balanced with human resource development, team-building, and similar efforts to incorporate characteristics of other realities.

G. How Does a Leader Begin To Separate Realities?

1. Methods

Ask questions, observe, and create dialogue in relationships, groups, associations, and companies. Create self-dialogue through reading and by listening to various viewpoints from television, radio, or speeches. Respond thoughtfully—take in the concepts and think about what the words mean. You will feel yourself either agreeing or disagreeing. Make an effort to critique new information before deciding to incorporate it into your existing views or to reject it. As a leader, your goal is to recognize and understand various group realities so that your organization can function more effectively. The following are some key areas in which you can start producing helpful dialogue.

2. Content Areas

a. *Member Norms*. The norms of a reality are the unwritten laws that members within that reality protect and follow (e.g., men typically do not hug when greeting other men). These rules are followed almost by habit.

b. *Member Reinforcement*. Where do members get their rewards? For what are they rewarded? What do they find interesting? What do they find valuable?

c. *Member Punishment*. When are members punished? What types of behaviors are punished? How are they punished? Who does the punishing?

d. *Member Power*. Who in the group has the power? What characteristics does a powerful person have? What behaviors does this person exhibit? Are they typical of all members?

e. *Member Attributes*. What physical, behavioral, cognitive, and attitudinal behaviors are salient? How do the members dress (conservatively, casually, frumpy, offbeat)? How do they act in group settings (stiff, conservative, warm, friendly)? What do they talk about (only professional subjects, facts, bottom line)? What are some of the groups' attitudes? How do they feel about other groups?

f. *Member Communication*. How do members typically communicate (written memo or face-to-face? forthright or passive-aggressive?) How do they protect themselves during communication? Do they choose their words carefully? What pace of speech is most prevalent?

g. *Member Values*. Are members interested in helping others get their work done? Is there a team effort? Is competition between members the norm? Is the organization viewed as a family? Do members act ethically? What do the members find most valuable?

The content areas are categories meant for cueing purposes and are not necessarily discrete. A characteristic of a reality could fall into many of the categories. For example, men might not hug (norm) because it is not rewarded in their reality (reward), it is frowned upon by other members (punishment) because men are supposed to be strong (value); instead, the typical greeting is a handshake (communication). Do not worry which category a characteristic belongs in; the important thing is to identify the characteristic.

H. What Other Attributes Balance or Reinforce System Realities Analysis?

1. **Insightful** *(Reflects on the relationship among events and grasps the meaning of complex issues quickly).* This is a major part of system reality analysis—understanding the relationships among groups of people. To understand and describe a reality, leaders must be able to see the similarities and differences among groups and individuals. Leaders must reflect on these relationships and choose the most effective behaviors that will lead to a desired end result.

2. **Adaptable, open to change** *(Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans).* Because of feedback from others, a leader might have to change some behaviors. Accepting suggestions and adapting behaviors (if appropriate) will assure the leader will have followers. Also, because a leader will deal with people from more than one reality, it is in the leader's best interest to be able to adapt to different situations.

3. **Visionary** *(Looks to the future and creates new ways in which the organization can prosper).* A system reality analysis could indicate that certain changes are needed within your organization. It could determine training efforts, developmental needs, potential conflicts, and so forth, that need to be addressed so the organization can prosper.

4. **Tolerant of ambiguity and complexity** *(Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding).* Sometimes a system reality analysis will indicate that indeed there are different realities with different norms, yet when a situation arises there is not a simple answer and you are not sure how to proceed. There could be several adequate solutions or methods of proceeding. Sometimes a leader has to collect as much information as possible and proceed without a firm guarantee of success.

5. **Accountable** *(Holds self answerable for work and willingly admits mistakes).* If you are from a system different from that of the majority, you are bound to make some etiquette mistakes. Admitting these mistakes and discussing the offense will help others see more value in your efforts than if you just try to smooth things over.

6. **Confident, accepting of self** *(Appears secure about abilities and recognizes personal shortcomings).* If you are going up against a reality different from your own, you will need a lot of confidence. You also will need to accept your reality as valid. Remember there are no right or wrong realities, just different realities. You need to be secure about your abilities to get the job done.

7. **Persistent** *(Continues to act on beliefs despite unexpected difficulties).* It will not be easy to get others to accept your reality. You will find a lot of resistance to acceptance of differences and to change. Some of the situations you will encounter

will be unexpected, and you will have to hang in there and try again, perhaps from a different angle.

8. **Enthusiastic, optimistic** *(Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities).* There are going to be times when obstacles make you want to give up. Maintaining a positive attitude and remaining actively engaged will be difficult at times. There is no single best method of proceeding. Remember to think of the obstacles as challenges and the difficulties as problems to be solved. These create opportunities to reach new levels of understanding or accomplishment.

9. **Tolerant of frustration** *(Acts calmly and patiently even when things don't go as planned).* It is almost a given that everything you try to do as a leader will not go as smoothly as you planned. You will find yourself in many situations that could feel very frustrating. You have the ability to control how you respond to these situations. Remember to respond, not react. When things do not go as planned, this is your opportunity to try your problem-solving and creativity skills.

10. **Courageous, risk-taker** *(Willingly tries out new ideas in spite of possible loss or failure).* It is always a risk to try out new behaviors from realities different from your own. It is not easy prospering in another system because you do not have the habitual behaviors that members of that group have. You might fail in some situations. Effective leaders will take the risk, learn from it, and then approach situations differently if necessary.

11. **Even disposition** *(Displays a sense of humor and a stable temperament even in stressful situations).* Stressful situations are bound to occur when you are dealing with different realities. When you are performing in another group's reality, it is how you act under stress that will indicate to the group whether you are a member of the group or not. During stress, we revert back to our most basic self-reality. Members from the active reality will watch you to see if you can cut it. The best solution is to keep your cool and ask these members for suggestions on how to succeed in their reality.

12. **Committed to the common good** *(Works to benefit the entire organization, not just self).* A leader realizes that there is more than one reality working at a given time. No one reality is ever all right or all wrong. Leaders should show respect for various realities, depending on the value the behaviors of that reality have for the organization. Leaders also should not expect the entire organization to adopt their particular realities. All members within the organization should feel that they are valued.

13. **Sensitivity, respect** (*Shows genuine concern for the feelings of others and regard for them as individuals).* Individuals need to feel that their realities are valid and that they are appreciated for who they are. Understanding their concerns, validating their realities, making changes in your own behavior or the behavior of the organization, and asking them to change (if necessary) in a respectful manner, shows that you are sensitive to their needs. Stereotypes of other groups should be used only as tools for understanding; they should not be cultivated to produce prejudice or discrimination. The information from a system realities analysis needs to be adapted and molded to fit a particular organizational culture that advocates appreciation of diversity. (An entire learning experience is written on interpersonal sensitivity.)

14. **Motivating others** *(Creates an environment in which people want to do their best).* Understanding what motivates members of a reality tells you a lot about their norms. If there are only a few motivators within a system to which most members respond, motivating the group is much simpler than if there were no pattern. If you know how to motivate the members and have the means to do so, there should not be any problem in meeting organizational goals. Acknowledging and respecting all the realities within the organization will help to motivate members.

15. **Networking** *(Develops cooperative relationships within and outside of the organization).* Communicating with and developing cooperative relationships among different realities will provide you with rich data that will help you choose the best method of proceeding toward organizational goals. It is not easy to get individuals in different realities to cooperate and build relationships. Also, one of the characteristics of the white male reality is that they have built complex systems of networking, which clearly they have found beneficial. Women are slightly less inclined to network because they have traditionally been more apt to build depth into relationships rather than breadth.

16. **Planning** *(In collaboration with others, develops tactics and strategies for achieving organizational objectives).* You will need to know the organizational realities with which you are dealing to effectively plan strategies for reaching organizational goals. The realities need to be taken into consideration as an important variable that affects a leader's success in implementing plans.

17. **Team-building** *(Facilitates the development of cohesiveness and cooperation among the people at work).* To build teams out of members from differing realities, it is in your best interest to know with which realities you are dealing. Members within teams need to appreciate and respect what each individual can bring to the team effort. Diverse teams are very powerful work groups because they bring varied skills and perspectives to the table. If individuals are not respected for their unique worth, however, meaningful viewpoints will be lost.

18. **Coaching** *(Helps people develop knowledge and skills for their work assignments).* Understanding the developmental needs of particular realities is important to the success of the organization. Different reality groups will have different needs.

19. **Conflict management** *(Brings conflict into the open and uses it to arrive at constructive solutions).* Whenever more than one person is involved in any setting, the possibility of conflict arises. The probability of conflict increases as the number of individuals increases, especially when these individuals are dissimilar. The problem intensifies when these individuals belong to differing realities. Because different groups have different ways of doing things, there is bound to be misunderstanding and, thus, conflict. A leader's job is to anticipate as many conflict situations as possible and actively plan to avoid them. If conflict does occur, bringing the issues out for discussion and facilitating a fair solution will help to reduce any lingering bad feelings, which could be used later in a destructive manner.

20. **Appropriate use of leadership styles** *(Uses a variety of approaches to influence and lead others).* A leader might need to use different styles to influence and guide members from varied realities. As long as members from different realities feel that the difference in treatment is fair, they will not mind the difference in styles. A leader needs to be careful, however, that he or she is not treating

members of a certain group differently because of unfounded stereotypes—for example, treating some individuals as though they are less competent or trustworthy than others.

21. **Decision-making** *(Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions).* One key point leaders need to keep in mind in making decisions is to consider the different realities in which the decision will have an effect. Anticipating the effect a decision will have on different groups within the organization can save you trouble during the implementation of the decision.

22. **Information management** *(Identifies, collects, organizes, and analyzes the essential information needed by the organization).* Actively collecting information about different realities is essential to understanding the individuals you are working with, so that you can use this information for planning strategies in reaching the organization's objectives. The information will not come to you; you must seek it out and actively analyze the implications.

I. Final Notes

Whenever there are differing reality groups within the same environment, conflict, dissatisfaction, and misunderstanding are possible. Generating a climate of openness and appreciation for differences among individuals will help members from different groups begin to open up and try to understand one another. A leader should not widen the gap between realities by labeling individuals and showing preference for one reality over another. The leader's role is to squelch discrimination among groups, assess realities for further understanding, and recognize each individual's unique contribution to the organization. Each reality has characteristics and behaviors that can be appraised as having a high value for organizational effectiveness. A leader should engage in and reinforce only those behaviors that support the common good, regardless of their reality origin.

Your intent, as a leader, should be not to reinforce stereotypes, but to try to understand the different ways in which people construct the variables in their environment. When examined literally, many of the characteristics are stereotypical; however, a seasoned, effective, knowledgeable leader will weed out those stereotypes that are untrue, develop more information about vague overgeneralizations, and use only those characteristics that will help promote organizational effectiveness.

Remember not to regard one reality as wrong and another one as right. We all feel that our beliefs are real, and we view the world from our own realities. It is hard for us to believe that individuals in the same environment can perceive reality to be different, but others believe that their views of reality are truly "real." A leader who accepts different realities and who tries to understand and work with them will be more successful than a leader who does not.

Description

System realities are

- characteristics of a group.
- norms the group follows.
- typical behaviors in which members engage.

System Realities

Purpose: Participants will understand that individuals and individual groups have differing ideas about what reality is, as well as diverse ways of seeing the world and filtering information. Each person filters information differently resulting in varying views about how to interpret the world. Understanding these different perspectives will give participants the ability to reduce potential misunderstandings when dealing with members from another reality.

Behavioral Objective:

Given: Different group realities.

Behavior: Recognize characteristics of different realities and choose to exhibit effective behaviors from different realities.

Standard: The behaviors chosen will have a satisfactory outcome as indicated by self-rating.

System Realities 2000

By the year 2000, 88% of workforce growth will come from underrepresented groups, including immigrants.

U.S. Department of Labor (1991)

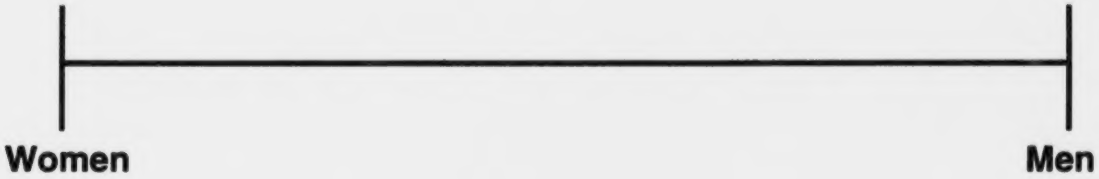
Changing Workforce Needs

- Knowledge of diverse backgrounds
- Ability to work with multicultural groups
- Intercultural communication skills
- Facilitation of a variety of
    1. skills.
    2. backgrounds.
    3. abilities.

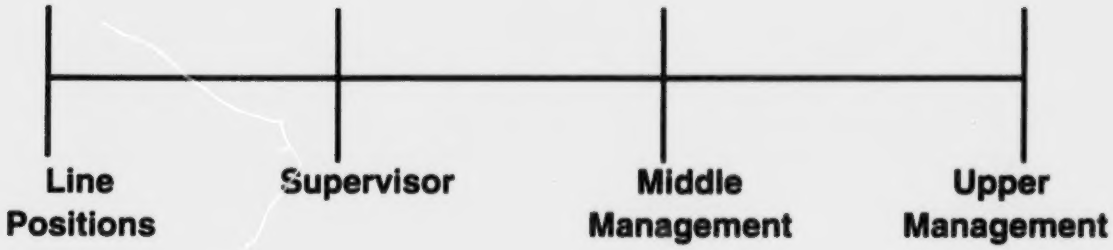
Types of Realities

- Underrepresented Groups vs. Majority Groups
- Women vs. Men
- Black vs. White
- Line Positions vs. Upper Management
- Educated vs. Uneducated
- Young vs. Old
- Experienced vs. Inexperienced
- Physically/Mentally Challenged
- Differing Sexual Orientations

Dichotomous Nature of Realities



Gradation of Realities



Line Positions

Supervisor

Middle Management

Upper Management

Nature of Behaviors Within Systems Realities

- Overt (obvious) vs. Covert (hidden)
- Ground Rules
- Norms of Interaction

Systems Within Systems

- Large System vs. Subsystems
- Integrated Nature of Different Systems
- The Waves of Change
- Holistic vs. Micro-Realities
- Virtues of Maintaining Different Realities
- Necessity of Different Realities
- Individual Rights

Legal System and Laws

- Disabilities Act
- Equal Rights Amendment
- Civil Rights Act
- Equal Employment Opportunity Act
- Organizational Policies

Underrepresented Groups vs. Majority Groups

- Underrepresented groups are defensive.
- The majority pushes ahead without consideration for my ideas.
- The majority controls all the resources.
- The majority will not let me in.
- Underrepresented groups do not always have the skills that we need.

Women vs. Men

Women frequently doubt their perceptions, so they do not really tell others about them. When they do speak their minds about their perceptions, men mock them or simply take over and override them. Consequently, women form opinions and judgments, but keep them to themselves.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society.* New York: HarperCollins.

Women vs. Men

We expect much more from men because of our culture. Men have traditionally been the breadwinners. We expect them to understand women because they are supposed to be all-knowing. However, when they do not live up to those expectations or when they do not understand women, we blame women for not being able to be understood.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society.* New York: HarperCollins.

Women vs. Men

Because men have been in the dominant reality for so long, they do not even know that other systems exist. The dominant reality does not have to know the rules of the other subsystems.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society*. New York: HarperCollins.

Women vs. Men

It takes a great deal of effort to teach men the female system because

- They do not even know it exists, so women have to start from scratch.
- Women hesitate because they mistrust their perceptions.
- It is hard to get men motivated to learn about the female system because they have the dominant/ superior position in our society at this point. They are already in charge.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society*. New York: HarperCollins.

Women vs. Men

Men do not really ask women what they are like. They would rather tell women what women are like. They also feel that they are right in their perceptions of women because they have held the dominant position (which can be attributed to both men and women giving them this status).

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society*. New York: HarperCollins.

Women vs. Men

Men want women to explain the female system in the male system language. Men feel that it is women's responsibility to aid them in understanding the female system.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society.* New York: HarperCollins.

Women vs. Men

Many women foster and protect the myth that men have fragile egos, which makes these women feel indispensable to their men.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society*. New York: HarperCollins.

Women vs. Men

Men are unresponsive to women's ideas. Men, however, feel very possessive of their own ideas or the ideas of other men. Women are forced either to take the risk of presenting their ideas and having them shot down, or to slip the ideas to a man and at least have the idea presented with some hope of being adopted.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society.* New York: HarperCollins.

Women vs. Men

The only goals women should have are marriage and children.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society*. New York: HarperCollins.

Women vs. Men

Men are seen as the initiators (e.g., advancing ideas, touching first, setting the stage, organizing meetings), and women as the followers. Women have to be the ones who sit back and wait.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society.* New York: HarperCollins.

Women vs. Men

Men are principally interested in the task, and women give more importance to the working relationships.

Characteristic adapted from Schaef, A. W. (1993). *Women's reality: An emerging female system in a white male society*. New York: HarperCollins.

Black vs. White

Blacks have to use energy figuring out how to—or planning how to—communicate with a white boss when the blacks feel there is something racial in the interaction that is affecting the communication.

Black vs. White

In many cases, whites will ask for input from blacks, then confer with a white person to check the black person's data. Whites will claim they did not understand. One has to anticipate such behavior and put data in writing.

Black vs. White

In meetings with whites, blacks are either on the offensive or defensive.

Black vs. White

In dealing with whites, blacks have to always be two steps ahead of their thought processes to make up for the extra energy they are expending in dealing with racial issues.

Black vs. White

Blacks must be friendly to whites. Whites are easily turned off by hostility or unfriendliness by blacks. Blacks have to operate more smoothly than whites in interactions. Blacks must confront a situation in such a way that whites do not lose dignity. Whites do not have to worry about it, but if blacks do not, they receive very negative feedback.

Black vs. White

Whites are allowed to be dysfunctional in a behavioral sense with each other, but if blacks are dysfunctional with whites, they are perceived as incompetent.

Black vs. White

Whites take care of whites. Blacks have to piece things together, or they may have to find a sponsor who will share information with them. Blacks are not privy to whites' mainstream informal network, which is social, so they do not get information as fast as whites do. That always keeps blacks in a one-down position.

Line Positions
vs.
Upper Management

- Hourly people watch the clock.
- Upper management personnel receive "perks" to make their lives easier.
- Upper management personnel could not do the job if assigned to production because they are incompetent.
- Upper management lives and survives in an ivory tower.
- Line personnel waste materials because they do not know the value of a dollar.
- Upper management is interested only in the bottom line.
- Hourly employees are motivated primarily by pay.
- Upper management personnel dress in suits and ties.
- Upper management personnel use big words and have charts for everything.
- Line positions see the production line first-hand.

Why Is It Important To Distinguish Among Realities?

1. Because they exist.
2. For better understanding.
3. To reduce stress.
4. To help you develop superior strategic plans.
5. To increase your options.
6. To make changes for the betterment of society.

How Does a Leader Begin To Separate Realities?

Methods

- Asking questions.
- Observing.
- Creating dialogue:
    1. verbal communication
    2. internal communication

How Does a Leader Begin To Separate Realities?

- Member norms
- Member reinforcement
- Member punishment
- Member power
- Member attributes
- Member communication
- Member values

Other Attributes that Balance or Reinforce System Realities Analysis

Insightful	Reflects on the relationship among events and grasps the meaning of complex issues quickly.
Adaptable, open to change	Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.
Visionary	Looks to the future and creates new ways in which the organization can prosper.
Tolerant of ambiguity and complexity	Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
Accountable	Holds self answerable for work and willingly admits mistakes.
Confident, accepting of self	Appears secure about abilities and recognizes personal shortcomings.
Persistent	Continues to act on beliefs despite unexpected difficulties.
Enthusiastic, optimistic	Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.
Tolerant of frustration	Acts calmly and patiently even when things don't go as planned.
Courageous, risk-taker	Willingly tries out new ideas in spite of possible loss or failure.
Even disposition	Displays a sense of humor and a stable temperament even in stressful situations.

Committed to the common good	Works to benefit the entire organization, not just self.
Sensitivity, respect	Shows genuine concerns for the feelings of others and regard for them as individuals.
Motivating others	Creates an environment in which people want to do their best.
Networking	Develops cooperative relationships within and outside of the organization.
Planning	In collaboration with others, develops tactics and strategies for achieving organizational objectives.
Team-building	Facilitates the development of cohesiveness and cooperation among the people at work.
Coaching	Helps people develop knowledge and skills for their work assignments.
Conflict management	Brings conflict into the open and uses it to arrive at constructive solutions.
Appropriate use of leadership styles	Uses a variety of approaches to influence and lead others.
Decision-making	Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
Information management	Identifies, collects, organizes, and analyzes the essential information needed by the organization.

System Realities
Final Notes

Leaders need to

- manage conflict.
- decrease dissatisfaction.
- decrease misunderstanding.
- foster acceptance of other groups' realities and embrace diversity.
- squelch discrimination.
- stop others from using characterizations or stereotypes.
- lead the entire group equitably.
- increase understanding between groups.
- advocate that one reality is not better than another.
- realize that each of us believes that our reality is real.

A Parable:
The Ups and Downs

by Robert Terry

What makes an up an up and a down a down is that an up can do more to a down than a down can do to an up. That's what keeps an up up and a down down. The ups tend to talk to each other and study the downs, asking the downs about what's up, or what's coming down, for that matter. The downs spend a lot of time taking the ups out to lunch, to dinner, to explain their downness. The ups listen attentively, often in amazement about the experiences of being down. They contrast one down's experience with another down's experience, and at times don't worry too much about what the downs are up to because the downs never get together. If they did, the ups would have to shape up.

After awhile, the downs weary of talking to the ups. They tire of explaining and justifying their downness. They think, "If I have to explain my downness one more time, I'll throw up. And so they form a process which they call "networking and support groups." This act makes the ups nervous. Three ups together is board meeting; three downs, prerevolutionary activity. Some ups hire downs, dress them up, send them down to see what the downs are up to. We sometimes call this "personnel and affirmative action." This creates a serious problem for the down who is dressed up with no sure place to go. That down doesn't know whether he or she is up or down. That's why downs in the middle often burn out.

Sometimes what the ups do to smarten up is to ask the downs to come in to a program one at a time to explain their downness. The ups call this "human relations training." Of course the ups never have to explain their upness, that's why they're ups rather than downs.

There's good news and bad news in this parable. The good news is, we're all both ups and downs. There's no such thing as a perfect up or a perfect down. The bad news is that when we're up it often makes us stupid. We call that "dumb-upness." It's not because ups are not smart. It's that ups don't have to pay attention to downs the way downs have to pay attention to ups. Downs always have to figure out what ups are up to. The only time ups worry about downs is when downs get uppity, at which time they're put down by the ups. The ups' perception is that downs are overly sensitive; they have an attitude problem. It is never understood that ups are underly sensitive and have an attitude problem.

I used to think that when downs became ups they would carry over their insight from their downness to their upness. Not so. Smart down dumb up.

This parable was illustrated vividly for me at a conference at a university. I was working with the Physical Education Department and the Athletic Department. I asked each group to define its mission. The mission for the Athletic Department was to provide resources for the highly competitive athlete. Naively I asked, "Well, what about someone who's disabled?" A man stood up in the Athletic Department and said, "No. People with disabilities have their program in Physical Education, that's where they belong." I said, "There was nothing in your mission statement that said one way or the other about physical ability. It merely said one had to be competitive." He reiterated his point that their program was in Physical Education.

Used with permission from Robert Terry (1993).

There were two ironies in this event. First of all, the man who was making the statement was black. Second, he had been an advocate ensuring that blacks be included in the Athletic Department program. As an advocate he came out of his down category. When he skipped into upness—able-bodiedness—he went dumb-up and relegated a down group to the back of the bus.

Another example. I was working with a group of black men and white men in a large corporation. The black men were playing a game that I call "watch the honky run." One down is worth five ups in a conversation on down turf. The whites were getting frustrated with the game, but all eventually understood the up-down conversation. In the afternoon, a white woman lawyer was coming to speak to this group of men about sexual harassment. Almost as soon as she opened her mouth, these men locked arms. Color went out the window and they went dumb-up together. They said this woman had an attitude problem, she was out to get them, she was not interested in their issues. The "honky run" game ceased and the men joined forces to stand pat against this woman's contribution.

I find this parable helpful to gain insight in my work and life. Very rapidly we move into up and down categories and misunderstand each other. If downs want to understand why an up doesn't understand an issue, all they have to do is think of their own up category and see why that issue is not understood. Downs know more about ups than ups know about downs, yet we tend to come out of our down category first to make sense out of our experience. The up category is taken for granted and is rarely under review.

Who often has more insight about how the society functions, how organizations function, and what's really going on? Frequently, it's downs, not ups. Ups are too busy trying to maintain the system, rather than generate insight about what's really going on or how to change it. So our source of new insightful information comes from downs, not ups. Yet it's ups who are the ones who we often call leaders.

Leadership is critical as we work to realize our dreams. Considering the recent flurry of activity surrounding leadership and leadership education, it is my hope this parable might help us as we assume leadership roles.

For many, I am afraid, leaders are magical persons who will sweep in and solve our problems. That is dangerous. Our leadership is not magical. It is the empowering of people to engage with their world. It is crossing up-down relationships to insure we understand and act together. Leadership is less command over others; more service with others. Our leadership comes from being grasped in such a way that we have to deal with the justice issues that surround us. It worries me that somebody might set out to be a leader. Somebody can set out to have a career of upward mobility, someone can set out to learn a few skills, but I'm not sure someone can set out to be grasped by a burning issue.

The tests for leadership are: Are we grasped by the injustice of the issues that need to be addressed? Are we in dialogue in up-down relationships so that we do not have blind spots? Are we in motion to address issues in collaboration with others?

Our goal is to get rid of arbitrary up-down power relationships. We should not have up-down relationships based on color, gender or anything else that is arbitrary and capricious or has to do with how we're born. Rather, we need to find ways to stand side-by-side, so that as we look out at the world together, we can eliminate any of the barriers that keep us from building an authentic, vibrant, human community.

Used with permission from Robert Terry (1993).

System Realities Analysis

Title of Reality:		
Content Areas	**Characteristics**	**Virtues**
Norms		
Reinforcement		
Punishment		
Power		
Attributes: Physical/Behavioral/ Attitudinal		
Communication		
Values		

Learning Experience Guide #3

Team-Building and Facilitation*

Purpose

Participants will learn team-building and facilitation skills that will enable them to maximize efforts as team leaders or team members and to engage in facilitative behaviors in group settings and one-to-one relationships.

Behavioral Objective

Given:	Team membership and leadership opportunities; facilitation opportunities.
Behavior:	Analyze team factors and suggest interventions where problems exist.
Standard:	The analysis will contain the four team factors, and the suggested interventions will be appropriate to solve the problems identified.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Analyze teams in terms of four factors: (1) goals, (2) roles, (3) processes, and (4) relationships. 2. Identify problems in each of the four areas. 3. Suggest recommendations that could be implemented as interventions to enhance facilitation in group and one-to-one relationships.	1. Recall Beckhard's (1972) four factors of evaluating team effectiveness. 2. Recall effective team-building guidelines.

*Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present information on the importance of team-building.	
	2. Present the purpose and behavioral objective of this learning experience.	Trans.: TB1.T
	3. Lead a discussion asking for examples of team vs. individual efforts and of their outcomes in terms of effectiveness and commitment to outcomes.	
Need-To-Know Information	4. Present the definition of a team. a. Ask participants to recall a positive team experience—one in which they felt successful and enjoyed the process. The team setting could be a work team or a community, church, family, or social team. Generate a list of characteristics of that effective team (e.g., there was a common goal, people set aside their own agendas, conflict was dealt with). b. Ask participants to recall a negative team experience. Generate a list of characteristics of that ineffective team.	Trans.: TB2.T
	5. Present McGregor's list of team characteristics cited in Dyer (1987).	TB3-4.T
	6. Discuss similarities in participants' list and McGregor's list. Stress #11, and use it as a transition into the next section.	
	7. Present the definitions of team development and team-building.	TB5.T
	8. Illustrate the relationship between process and content.	TB6.T
	9. Lead a discussion asking for examples of teams that gave too much, too little, and just the right attention to process and task.	

Lesson Stage	Instructor Actions	Resources
Demonstration & Guided Practice	10. Demonstrate the concept of content and process: *Zin Obelisk* exercise. Pass out information cards and read the instructions, stressing that there should not be a formal leader. Give the group permission to use any resources in the room (e.g., chalkboard, flipchart). Stop the group after 20-25 minutes, even if they have not arrived at the solution. Discuss the process by asking the following questions: a. In general, what happened in the process? b. How did leadership evolve? Was it shared? Determined by what? c. What happened with extraneous information? d. Was everyone's opinion heard? e. Did subgroups form? If so, on what basis? f. Were potential solutions successfully tested? g. Did "group think" ever occur? How, or why not? h. Other observations?	Handout: TB1.C Trans.: TB17.T
Need-To-Know Information	11. Introduce the concept of facilitation with the Chinese proverb. Present lecture on process observation and facilitation, referencing "Note on Process Observation."	Trans.: TB7.T
	12. Lecture on facilitation:	
	a. Definition of facilitation	TB8.T
	b. Group dynamics: What do you facilitate?	TB9.T
	13. Present the concepts of safety, significance, and belonging.	TB10.T
	14. Discuss the use of process guidelines as a means of providing for safety, significance, and belonging needs of team members.	
	15. Pass out *Working with Guidelines* and *When and How To Establish Guidelines* handouts, and present the information on	Handouts: TB1-2.H
	a. Working with Guidelines	Trans.: TB11.T
	b. When and How To Establish Guidelines	
	(1) When To Establish Guidelines	TB12.T
	(2) How To Establish Guidelines	TB13.T
	(3) Two Keys for Enforcing Guidelines	TB14.T

Lesson Stage	Instructor Actions	Resources
Demonstration & Guided Practice	16. Form small groups of 5-6 and select a recorder. Ask each small group to develop a list of guidelines for working in small groups in this leadership program. Ask each recorder to present his or her group's list of guidelines to the large group. Ask a participant to write the guidelines on the blackboard or a flipchart. Discuss the differences and similarities, and omit those that are redundant. Have another participant record the final list, and ask someone if they would take it and type it up for the group. When the participant brings it back, make copies of the guidelines and hand them out to everyone. Tell the participants that these are now the guidelines for working in their small groups for the duration of the program. Also, indicate that the guidelines can be changed with approval from the group, if the need or inspiration arises. Discuss how different interactions require different guidelines (see "Notes" for examples)—facilitating a potentially tense meeting, mediating a conflict between two team members, or planning an event that requires brainstorming.	Trans.: TB16.T
Need-To-Know Information	17. Present a brief lecture about Richard Beckhard's (1972) team-building model, to be used as a diagnostic and trouble shooting framework. When presenting this model, emphasize topics in this program that provide direction to move beyond the diagnostic stage (e.g., if goals are not clear, the learning experience on visioning helps provide direction). See "Notes" for further explanation of Beckhard's model.	Trans.: TB15.T
Unguided Practice	18. Have participants unobtrusively evaluate a team at either a meeting or a less formal series of interactions, and apply Beckhard's framework. How clear (or effective) are its goals, roles, processes, relationships? Hand out the *Team Evaluation* sheet and ask participants to evaluate the team using the criteria on the sheet. Have participants make two copies of the *Team Evaluation* sheet and hand one in.	Handout: TB1.W

Lesson Stage	**Instructor Actions**	**Resources**
Evaluation	19. Break the participants into small groups (approximately seven per group). Have the groups discuss the team scenarios and the suggested solutions. Critique the *Team Evaluation* sheets handed in for consistency between the observations and suggested solutions.	
Feedback	20. The group will provide discussion on the suggestions. Hand the critiqued *Team Evaluation* sheets back to participants. Based on the diagnoses, were the recommended solutions consistent with the observations?	
	[Estimated In-Class Time: First Session: 2 hours Reporting Session: 1 hour] [Estimated Out-of-Class Time: 2 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	17 transparencies (TB1-17.T)
Handouts:	*Working with Guidelines* (TB1.H) *When and How To Establish Guidelines* (TB2.H) *Team Evaluation* (TB1.W)
Other:	Instructions for *Zin Obelisk* activity (TB1.C)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector
Blackboard or flipchart

D. Material preparation

1 set of 17 transparencies (TB1-17.T)
1 distribution of handout *Working with Guidelines* (TB1.H)
1 distribution of handout *When and How To Establish Guidelines* (TB2.H)
1 distribution of *Team Evaluation* (TB1.W)
1 set of 3 x 5 index cards for *Zin Obelisk* activity (TB2.C)

Supplemental Readings

Beckhard, R. (1972). Optimizing team-building efforts. *Journal of Contemporary Business, 1*(3), 23-32.

Dyer, W. G., Jr. (1987). *Team building: Issues and alternatives.* Reading, MA: Addison-Wesley.

Gararro, J., & Harlan, A. (1976). Note on process observation. *Harvard Business Review Reprint* (9-477-029). Boston: Harvard Business School Publishing Group.

Riechmann, D. (1992). High-involvement, high-performance teams in higher education: The impact of leadership. In K. E. Clark, M. B. Clark, & D. P. Campbell (Eds.), *Impact of leadership* (pp. 257-269). Greensboro, NC: Center for Creative Leadership.

Zenger, J., Musselwhite, E., Hurson, K., & Perrin, C. (1994). *Leading teams: Mastering the new role.* Homewood, IL: Zenger-Miller.

Notes for Presentation of Rationale

A. Research consistently shows that teams outperform employees acting alone in organizations, especially when a task or job is complex and requires multiple skills and approaches. Teams are essential for improving performance in all types of organizations—including educational institutions.

There is a synergy that comes from placing employees together to solve problems, make decisions, and take action. As organizations face increasingly complex and challenging times, teams can offer creative solutions and collaborative support for an organization. From this perspective, with an effective team, "the whole is greater than the sum of the parts." Whether the team is a permanent work group or a temporary task force, however, creating such teams and leading them to success requires skill and finesse on the part of the team leader.

B. Present the Purpose and Behavioral Objective.

Purpose: Participants will learn team-building and facilitation skills that will enable them to maximize team efforts as team leaders or team members and to engage in facilitative behaviors in group settings and one-to-one relationships.

Given: Team membership and leadership opportunities; facilitation opportunities.

Behavior: Analyze team factors and suggest interventions where problems exist.

Standard: The analysis will contain the four team factors, and the suggested interventions will be appropriate to solve the problems identified.

Notes for Presentation of Need-To-Know Information

A. Present the definition of a team. People can be members of several teams within an organization. Typically, an employee can identify his or her primary team (the group he or she works with most closely), one or more secondary teams (e.g., members of an interdependent work area), and a tertiary team (the whole organization). For the purposes of this learning experience, team-building processes will be presented with the primary team as the context.

B. Illustrate the relationship between process and content. Content may be defined as the task the group is working on, the items on the meeting agenda, or the work-related reason they are meeting as a team. Process is how they are working together. When process is ignored, tasks may be completed without full commitment. On the other hand, when process receives too much attention, the team can get stuck and become unproductive. Good teams are able to work consciously with their process, building effective processes to support their work on tasks. For additional explanation of this model, see "Notes."

Managing the interrelationship between the team's process and its task is the key to effective team-building. This can take many forms, as you will notice in the article, "Notes on Process Observation." Essentially, however, it means the ability to step outside of the task and ask the question, How are we doing?

An example of how to work with process is to follow process observations through a meeting. The content becomes the agenda or tasks of the group to be accomplished during the meeting. Process takes the form of "checking in" at the beginning of the meeting and setting meeting guidelines. For example, the first five minutes could be a time when people talk about how they did on their assignments, how work is going in general, and so on. Then, the leader/facilitator might move into the meeting agenda by stating, "We have a full agenda and need to move quickly through the first few items. Could we all agree on taking only about 2-3 minutes for the first 3 agenda items?"

Process checks throughout the meeting will help to assure that guidelines are being followed and that the meeting process is effective. For example, if there is silence or a lull in the energy level, the leader might say, "How are we doing? Have we missed something? Do we need a break? What do we need to get back on track?" Another example is a process check when it appears that there is disagreement or conflict: "Our decision-making process doesn't seem to be working . . . let's take some time to decide on the way we want to proceed."

At the end of the meeting, it is also important to do a process check. A simple question might suffice: "Did we follow our guidelines, and were they effective?" Another method is to record on a flipchart the positives and negatives of the meeting process. This allows a record to be kept and referred to in the future.

C. If you want one year of prosperity, grow grain. If you want ten years of prosperity, grow trees. If you want one hundred years of prosperity, grow people. - Chinese proverb.

D. Guidelines for Different Interactions

   1. Facilitating a Tense Meeting: Sample Guidelines

   a. Let's remember our goals, our focus, why we're all here.
   b. Let's define what the tension is about for each of us before we attempt to solve any problems.
   c. What is said in the meeting will remain confidential.
   d. No "meetings after the meeting"—issues should be raised in the meeting, not in subgroups afterwards.

2. Mediating a Conflict: Sample Guidelines

   a. Remember that we're dealing with problem issues, not problem people.
   b. Use "I" statements and speak for yourself when presenting your perspective.
   c. Listen with the goal of understanding, not of convincing others of *your* side of the issue.
   d. Allow each other to talk without interrupting.
   e. Paraphrase what has been said before you respond.
   f. Everyone takes responsibility for enforcing the guidelines.

3. Brainstorming: Sample Guidelines

   a. Let's have fun!
   b. No censuring of ideas at this stage.
   c. Crazy, wild ideas are welcome, as well as practical ideas.

E. Beckhard's Framework (1972)

Beckhard's framework has several applications. It can be used to build a new team, acknowledge the importance of starting out with goal and role clarification, and so on. It can also serve as a diagnostic, troubleshooting tool with an existing team. In any case, the key to the model is to follow the processes in order; that is, clarify goals before clarifying roles. Beckhard has found that frequently what appears to be a problem at one level has its origin in the previous levels. For example, problems that appear to be relationship-oriented may in fact be the result of unclear roles and poor processes.

The team-building learning experience emphasizes the diagnostic application of this framework. Other learning experiences throughout the leadership series offer the next step once a diagnosis is made (e.g., visioning, decision-making).

Team-Building and Facilitation

Purpose: Participants will learn team-building and facilitation skills that will enable them to maximize team efforts as team leaders or team members and to engage in facilitative behaviors in group settings and one-to-one relationships.

Behavioral Objective:

Given: Team membership and leadership opportunities; facilitation opportunities.

Behavior: Analyze team factors and suggest interventions where problems exist.

Standard: The analysis will contain the four team factors, and the suggested interventions will be appropriate to solve the problems identified.

Team

A team is a group of people whose membership is defined by such characteristics as its goals, the degree of interdependence among individuals, and organizational boundaries or structures. Teams can be long-term, as in work teams, or short-term as in a temporary task force.

Characteristics of an Effective Work Team

1. The atmosphere tends to be informal, comfortable, relaxed. There are no obvious tensions; people are involved and interested.

2. There is a lot of discussion in which virtually everyone participates. Keeping discussion on-subject is a task shared by everyone.

3. The tasks and objectives are well understood and accepted by all members.

4. People listen to each other. Every idea is given a hearing; people are not afraid of being seen as foolish or petty, but bring up all their ideas.

5. There is disagreement, and conflict is not avoided. Reasons are carefully examined, and resolution or agreeing to disagree is the goal.

6. Most decisions are reached by consensus. Formal voting is at a minimum; the group does not accept a simple majority as a proper basis for action.

7. Criticism is frequent, frank, and relatively comfortable.

8. People are free to express their feelings as well as their ideas; there are no hidden agendas.

9. When action is taken, clear assignments are made and accepted.

10. The chair does not dominate the group. Leadership may shift; different members are in a position at various times to act as resources for the group. There is little evidence of power struggles; the issue is not who controls, but how to get the job done.

11. The group is self-conscious about its own operations.

Adapted from Douglas McGregor, reprinted in Dyer, W. G., Jr. (1987). *Team building: Issues and alternatives*. Reading, MA: Addison-Wesley.

Team Development and Team-Building

Team development and team-building are activities in which members of a work team

- Gain understanding about the nature of group dynamics, particularly the interrelationship of *process* and *content*;

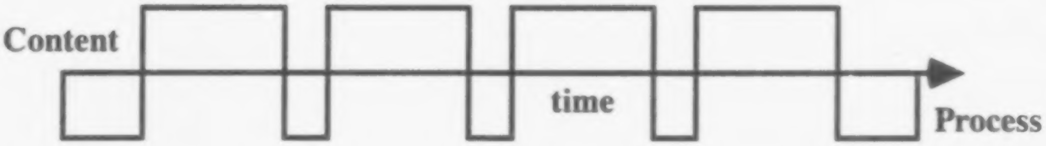
and

- Learn to apply group-process skills as needed to improve team effectiveness.

Process/Content Distinction

Process:	*How* things are done—sometimes seen as the social or interpersonal aspect of team building
Content:	*What* is being done—the task at hand, the product to be completed, the subject matter being addressed.

Interrelationship Between Process and Content:



If you want one year of prosperity, grow grain.

If you want ten years of prosperity, grow trees.

If you want one hundred years of prosperity, grow people.

Chinese proverb

Facilitation Defined

Facilitation is . . .

- the act of leading others to participate in what was once the domain of management.
- the art of fully drawing on the expertise, knowledge, and experience of individuals and teams.
- the ability to capitalize on synergy to improve the way work gets done.
- knowing how to use group processes to maximize participation, productivity, and satisfaction in the workplace.
- awareness of process as well as content.
- asking the right questions.
- listening more than talking.
- a way of being with people.

Group Dynamics:
What Do You Facilitate?

Processes:

- decisions
- conflict
- information sharing
- problem-solving

Products:

- goals achieved
- agenda outcomes
- role definitions

Values:

- customer service
- mission statement
- interpersonal values
- creativity

Relationships:

- work partnerships
- collaboration

and

Team Development

Team-Member Needs in Groups

Team members have social or interpersonal needs in groups. In teams where new skills are being learned and expectations of collaboration are high, the following needs are particularly important:

Safety:

Team members want to feel emotionally safe—so they will not be confronted or attacked in a manner that is disrespectful or vindictive, and so they can take risks without being judged or ostracized.

Significance:

Team members want to know that their contributions have equal weight, that all members have relatively equal influence, and that they will be listened to and not ignored. When all members feel significant, diversity becomes an asset to the group.

Belonging:

The sense of belonging in a group means that no one feels like an outsider. There are no "inside jokes" that exclude certain team members, and attention is paid to providing all members with background information to enable everyone to be on the same playing field.

Working with Guidelines

Guidelines are a powerful tool.
They . . .

- provide safety.
- build trust.
- maintain equitable input.
- move a team through stages.
- establish healthy communication norms.

When To Establish Guidelines

- At the first meeting—to begin to set the “norms” for the group.
- When the team is stuck.
- When a pattern is observed that is making the team less productive.
- When a topic comes up that is difficult to discuss.
- To help resolve conflict.

How To Establish Guidelines

1. First of all, the observation should be made about what appears to be happening (e.g., the team is stuck or unproductive).

2. The leader or facilitator can then suggest a guideline.

or

- Ask the group the following:
  - What do we need in order to get past this point?
  - Are we adhering to our guidelines? If not, what can we do?
  - Is there anything we should be doing differently in this process?
- Ask the individual the following:
  - What would be helpful for you right now?
  - What do you need in order to . . . ?

Two Keys for Enforcing Guidelines

1. Add a guideline that says

   All members are responsible for enforcing these guidelines.

2. Incorporate process feedback into the team process.

Evaluating Team Effectiveness

Goals:	Are they clear? Known? Agreed on? Is there commitment? Any hidden agenda?
Roles:	Are they understood? Accepted? Performed? (Conflict can often be defined as unmet role expectations.)
Processes:	How is the team working? Communication? Problem-solving and decision-making processes? Productive or stuck?
Relationships:	Are people working as partners? **or** Adversaries? Is the *problem* the problem? **or** Are people finger-pointing?

Adapted from Richard Beckhard in Dyer, W. G., Jr. (1987). *Team building: Issues and alternatives*. Reading, MA: Addison-Wesley.

Tom Peters' Advice to Leaders

Read more novels and fewer business books:
Relationships are all there is.

Answer: **NEPTIMINUS**

Rationale:

1. The dimensions of the zin indicate that it contains 50,000 cubic feet of stone blocks.

2. The blocks are 1 cubic foot each, therefore, 50,000 blocks are required.

3. Each worker works 7 schlibs in a day (2 schlibs are devoted to rest).

4. Each worker lays 150 blocks per schlib; therefore, each worker lays 1,050 blocks per day.

5. There are 8 workers per day; therefore, 8,400 blocks are laid per working day.

6. The 50,000th block, therefore, is laid on the sixth working day.

7. Since work does not take place on Daydoldrum, the sixth working day is Neptiminus.

Working with Guidelines

Guidelines are a powerful tool when used appropriately—in a flexible and empowering manner—for the purposes of

- providing safety.
- building trust.
- maintaining equitable input.
- moving a team through stages.
- establishing healthy communication norms.

Guidelines are most effective when developed and agreed on by the whole group.

Developing guidelines is a process, built around an understanding of underlying group dynamics; it is not simply a list of what to do and what not to do.

Guidelines may be

- offered by leader or developed by group.
- changed frequently, as needed.

Examples of basic guidelines:

1. Each person should have an opportunity to speak on every issue.

2. If a meeting becomes unproductive for anyone, s/he should let the group know.

3. Decisions that are made should be agreeable to everyone affected by the decision.

Examples of guidelines to be used as needed:

1. When raising a tense issue, speak for yourself, not for others.

2. No judging or labeling of behavior.

When and How To Establish Guidelines

When?

Guidelines should be established

- at the first meeting, to begin to set the "norms" for the group.
- when the team is stuck.
- when a pattern is observed that is making the team less productive.
- when a topic comes up that is difficult to discuss.
- to help resolve conflict.

How?

1. First of all, if the team is stuck, unproductive, or experiencing difficulty or conflict, the observation should be made about what appears to be happening (e.g., the team is stuck or unproductive).
2. The leader or facilitator can then suggest a guideline

   or

   - ask the group the following:
     - *What do we need in order to get past this point?*
     - *Are we adhering to our guidelines? If not, what can we do?*
     - *Is there anything we should be doing differently in this process?*
   - ask the individual the following:
     - *What would be helpful for you right now?*
     - *What do you need in order to . . . ?*

Two Keys for Enforcing Guidelines:

1. Add a guideline that says

   All members are responsible for enforcing these guidelines.

2. Incorporate process feedback into the team process.

Team Evaluation

Goals	
Roles	
Processes	
Relationships	
Proposed Recommendation	

Zin Obelisk Group Instruction Sheet

Read the following instructions to the group:

In the ancient city of Atlantis, a solid, rectangular obelisk, called a zin, was built in honor of the goddess Tina. The structure took less than two weeks to complete.

The task of your team is to determine on which day of the week the obelisk was completed. You have 20-25 minutes for this task. Do not choose a formal leader.

You will be given cards containing information related to the task. You may share this information orally, but you may not show your cards to other participants.

Prework: Cards should be made up containing one piece of information per card. Depending on the group size, each participant will receive 3-4 cards. This exercise works best in groups of 20 or less.

Purpose: The purpose of this exercise is for participants to be able to separate the process of their discussion from its content and make observations on its effectiveness. Often in a work-related discussion, the content can become so overwhelming that it is difficult to set content aside and observe and discuss the process in which the group is involved. In an activity such as *Zin Obelisk*, the content is fun, with no emotional ties to work, and can therefore be more easily separated from the group's process for discussion.

Zin Obelisk Cards

1. The basic measurement of time in Atlantis is a day.
2. An Atlantian day is divided into schlibs and ponks.
3. The length of the zin is 50 feet.
4. The height of the zin is 100 feet.
5. The width of the zin is 10 feet.
6. The zin is built of stone blocks.
7. Each block is 1 cubic foot.
8. Day 1 in the Atlantian week is called Aquaday.
9. Day 2 in the Atlantian week is called Neptiminus.
10. Day 3 in the Atlantian week is called Sharkday.
11. Day 4 in the Atlantian week is called Mermaidday.
12. Day 5 in the Atlantian week is called Daydoldrum.
13. There are five days in the Atlantian week.
14. The working day has 9 schlibs.
15. Each worker takes rest periods during the working day totaling 16 ponks.
16. There are 8 ponks in a schlib.
17. Workers each lay 150 blocks per schlib.
18. At any time when work is taking place there is a gang of 9 people on site.
19. One member of each gang has religious duties and does not lay blocks.
20. No work took place on Daydoldrum.
21. What is a cubitt?
22. A cubitt is a cube, all sides of which measure 1 megalithic yard.
23. There are 3½ feet in a megalithic yard.
24. Does work take place on Sunday?
25. What is a zin?
26. Which way up does the zin stand?
27. The zin is made up of green blocks.
28. Green has a special religious significance on Mermaidday.
29. Each gang includes two women.
30. Work starts at daybreak on Aquaday.
31. Only one gang is working on the construction of the zin.
32. There are eight gold scales in a gold fin.
33. Each block costs 2 gold fins.

Answer: **NEPTIMINUS**

Rationale:

1. The dimensions of the zin indicate that it contains 50,000 cubic feet of stone blocks.

2. The blocks are 1 cubic foot each; therefore, 50,000 blocks are required.

3. Each worker works 7 schlibs in a day (2 schlibs are devoted to rest).

4. Each worker lays 150 blocks per schlib; therefore, each worker lays 1,050 blocks per day.

5. There are 8 workers per day; therefore, 8,400 blocks are laid per working day.

6. The 50,000th block, therefore, is laid on the sixth working day.

7. Since work does not take place on Daydoldrum, the sixth working day is Neptiminus.

Learning Experience Guide #4

Balancing Life Roles

Purpose	
Participants will assess challenges related to balancing life roles, and identify strategies to achieve personal and professional goals.	
Behavioral Objective	
Given:	Limited time and resources *and* multiple personal and professional responsibilities.
Behavior:	Assess the challenges of balancing life roles and formulate strategies to achieve personal and professional goals.
Standard:	Priorities that are acceptable to the participant and that follow the criteria outlined in class.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Commit to fostering environments that support a balance of life roles. 2. Assess your available time and resources to carry out life roles. 3. Create a life mission statement that identifies your personal and professional priorities. 4. Formulate selected goals that will help you carry out personal and professional commitments. 5. Repeat the cycle as needed.	1. Recall your available time and resources. 2. Identify the challenges of balancing life roles. 3. Recall the contributions of environments that support personal and professional balance. 4. Recall the Covey (1989) action plan to achieve short-term goals and long-term personal and professional successes.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lead a discussion about the challenges of balancing life roles with each of our limited time and resources. Ask participants to take a few minutes to a. brainstorm on paper the way they would spend their time if they had no constraints (i.e., What's really important to you?). b. categorize their responses (e.g., career, relationships, entertainment). c. identify if they are out of balance (i.e., Are you spending the time on what is important to you?). d. formulate a life mission statement that concisely encompasses broad statements related to their analysis (i.e., personal, professional). Explain that participants should not feel that this is a final draft, but should plan ongoing and continuous refinement.	
	2. Present the purpose and objective of the learning experience.	Trans.: BL1.T

Lesson Stage	Instructor Actions	Resources
Need-To-Know Information	3. Ask participants if they have empowered themselves to achieve their goals. Explain that power can be defined as the ability or capacity to act or perform effectively. This requires the development of process and content skills, self-confidence, believing in and visualizing positive outcomes, risk-taking, creativity, initiative, and problem solving. Each stage of life has unique issues and challenges. (Note: Several references listed provide an excellent overview of issues and challenges facing underrepresented groups striving for or in vocational education leadership positions.)	
	4. Ask participants to take a few minutes to list challenges they face in the process of accomplishing their personal and professional goals. Provide scenarios from Lunneborg (1990) on the challenge of aligning personal and professional responsibilities.	
	5. Provide an overview of the need to develop environments that foster collaborative approaches to accomplish personal and professional goals.	Trans.: BL2.T
	6. Discuss the strategies outlined by Covey (1989) in the book, *The Seven Habits of Highly Effective People*, to achieve "private and public victories," including a. Make a plan defining goals for each role in your life. b. Live the plan in terms of short-term actions and long-term success. c. "Sharpen the saw" by scheduling activities that support and protect your physical, mental, spiritual, and social/emotional energies, as well as your personal and professional priorities. Studies indicate that 80% of the results one desires will flow from 20% of one's activities. Competing demands need to be constantly analyzed at each stage of one's personal and professional life, and strategies need to be designed to achieve desired outcomes (pp. 140-141).	BL3.T

Lesson Stage	Instructor Actions	Resources
Demonstration	7. Form triads and ask participants to a. discuss the section, "Balancing Work and Family" in the exercise, *Success to the Successful: Self-Fulfilling Prophecies*. b. identify ways to create environments for success and strategies to balance personal and professional priorities.	Handout: BL1.H
Guided Practice	8. Ask participants to a. reflect on their life mission statement. b. formulate goal(s) to balance life roles. c. develop action steps recommended by Covey (1989) (make a plan, live the plan, and schedule activities that support and protect priorities). d. share initial reflections and goals in pairs during class. Throughout the program, participants should journal their activities and periodically share their progress toward goals with peers and the instructor.	Trans.: BL1.TH
Unguided Practice	9. Direct participants to interview an individual whom they consider to be a role model and with whom they feel comfortable discussing the following questions: a. What challenges do you experience as you balance (or try to balance) personal and professional priorities? b. Do you follow a specific action plan (i.e., develop a life mission statement, formulate goals related to your life roles, prioritize your responsibilities, and schedule your time to support balance in your life)? c. In what ways have your "life stages and career stages" influenced your priorities and the balance of your life roles? d. What recommendations do you have for resources and sources of support to balance life roles? A written summary of the interview should be submitted to the instructor. At the next class meeting, invite participants to share highlights.	Handout: BL2.H

Lesson Stage	Instructor Actions	Resources
Evaluation	10. Review each participant's written summary of the interview, and listen to the oral presentation.	
Feedback	11. Return the interview summary with written comments.	
	[Estimated In-Class Time: 3 hours] [Estimated Out-of-Class Time: 2 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	4 transparencies (BL1-3.T & BL1.TH)
Handouts:	*Success to the Successful* exercise (BL1.H) *Interview Guide* (BL2.H) *In-Class Exercise: Balancing Life Roles* (BL1.TH)

B. Materials to be secured by the client

Kim, D. H. (1992). Success to the successful: Self-fulfilling prophecies. In *Toolbox reprint series systems archetypes I* (p. 23) (Item #TRSA01). Cambridge, MA: Pegasus Communications. [Secure from Pegasus Communications, P.O. Box 1281, Cambridge, MA 02142, (617) 576-1231. Purchase price is $15.00.]

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (BL1-3.T & BL1.TH)
1 set of handouts (BL1-3.H & BL1.TH)

E. Optional activities

Ask participants to
a. select and read a book on the reference list or of their own choosing on a related topic.
b. identify challenges of balancing life roles discussed.
c. recommend strategies to achieve personal and professional goals.

Supplemental Readings

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Notes for Presentation of Rationale

A. Balancing life roles with our limited time and resources is a continuous challenge. *(Seek examples from the class).* It requires constant analysis as we progress through different stages of our life. A helpful way to synthesize personal and professional priorities is to draft a life mission statement. This encompasses broad statements related to personal and professional goals. A mission statement should be considered a draft, with ongoing and continuous refinement. It is imperative to ask yourself continuously if you are living your priorities. Although this is an ongoing challenge, several strategies to balance life roles can be helpful, as will be discussed throughout this learning experience. In the book, *The Seven Habits of Highly Successful People,* Covey (1989) discusses the necessity of investing in developing physical, mental, spiritual, and social-emotional energies to accomplish both personal and professional goals. Each is an extension of the other, and collaborative environments need to be fostered in all that we do. To be truly productive professionally on a long-term basis, we must work toward balancing our lives, recognizing that perfect balance will never be achieved. Having a life mission statement helps us continuously adjust and work toward accomplishing our priorities.

B. Each of us needs to empower ourselves to live our priorities. Power can be defined as the ability or capacity to act or perform effectively. Many times, this will mean sacrificing to achieve long-term goals. It does not mean perfect balance, but seeking balance in terms of our life roles within the context of our life stage and commitments. This requires the development of process skills, self-confidence, and believing in and visualizing our priorities and positive outcomes. It also requires creativity, initiative, problem-solving, and collaboration.

C. Present the Purpose and Behavioral Objective.

Purpose:	Participants will assess challenges related to balancing life roles and identify strategies to achieve personal and professional goals.
Given:	Limited time and resources *and* multiple personal and professional responsibilities.
Behavior:	Assess the challenges of balancing life roles and formulate strategies to achieve personal and professional goals.
Standard:	Priorities that are acceptable to the participant and that follow the criteria outlined in class.

Notes for Presentation of Need-To-Know Information

A. ***Challenge of Balancing Personal and Professional Priorities***. Lunneborg (1990) presents several scenarios that depict the challenge of balancing personal and professional priorities at different stages of one's life. A noteworthy case is the reflections of a "36-year-old police sergeant." She described going back and forth, sometimes compromising her job when her family needed her, and other times compromising her family for her job: "If you try to constantly have perfect balance, you'll go nuts. You hope your boss understands when your family comes first and hope that your family understands when your work comes first. So I let my family know what's going on when I am called out" (p. 110). She goes on to describe the importance of communication, so that priorities are clear and actions reflect them, within the constraints we all face.

[Ask participants how competing demands change over one's career and personal circumstances. What strategies have they used to balance demands?]

B. ***Creating Environments that Support Personal and Professional Balance***. The challenge of balancing personal and professional priorities is discussed in the exercise, *Success to the Successful: Self-Fulfilling Prophecies*. The activity highlights the imperative to look to macro goals and life mission to seek balance among personal and professional commitments. The *Success to the Successful* archetype suggests that if not carefully managed, the allocation of time between work and family can fall into a *Success to the Successful* trap. Extended time away from family (due to a large project, for example) can create tension at home, making it more desirable to spend time at work. As job success and time at work continue to build, family relationships can suffer. Without clear goals, outside forces can dictate our lives and create unplanned and often undesired outcomes. A way to break out of the *Success to the Successful* archetype is to create win-win environments in which cooperation replaces competition—environments in which all people thrive and contribute their unique talents. Many organizations are recognizing employees who collaborate and share successes on the job. Quality improvement programs stress the need for all employees to play an active role in increasing efficiency and quality. Personal priorities also require careful planning and, in many cases, collaborative approaches. Obtaining support from both personal and organizational sources is a complex issue that needs consideration throughout the stages of one's personal and professional life.

[For an expanded discussion, review pp. 23-24 of the exercise.]

C. ***Specific Strategies To Balance Life Roles***. In the book, *The Seven Habits of Highly Effective People*, Covey (1989) outlines steps to achieve "private victories" as a prelude to "public victories." His strategies are straightforward, but powerful. He states that before one can concentrate on doing things right, one must first concentrate on doing the right things. Covey advocates the following:

1. **Make a plan**. This requires thinking about outcomes. When you know where you are going, you can determine what your priorities are and make certain that your actions support them. Covey suggests defining goals for each of your roles in the key areas of your life.

2. **Live the plan**. Short-term actions are the foundation for long-term success. Your most important priorities should be at the top of your "to-do" daily list. Covey recommends planning the week—scheduling commitments based on the

goals for each role. He states that, in this way, you will "schedule" your priorities, rather than prioritize your schedule.

3. **"Sharpen the saw."** According to Covey, each of us is our best resource. To "sharpen the saw" we are advised to schedule activities that support and protect our physical, mental, spiritual, and social/emotional energies, as well as professional priorities. Studies indicate that 80% of the results one desires will flow from 20% of one's activities—especially if those activities involve preparation and relationship building (Hauter, 1993). Competing demands, therefore, need to be constantly analyzed at each stage of one's personal and professional life, and strategies need to be designed to achieve desired outcomes.

Balancing Life Roles

Purpose: Participants will assess challenges related to balancing life roles and identify strategies to achieve personal and professional goals.

Behavioral Objective:

Given: Limited time and resources *and* multiple personal and professional responsibilities.

Behavior: Assess the challenges of balancing life roles and formulate strategies to achieve personal and professional goals.

Standard: Priorities that are acceptable to the participant and that follow the criteria outlined in class.

Creating Environments for Success

Without clear goals, outside forces can dictate our lives and create unplanned and often undesired outcomes. A way to break out of the *Success to the Successful* archetype is to create win-win environments in which cooperation replaces competition—environments in which all people thrive and contribute their unique talents.

Specific Strategies To Balance Life Roles

In *The Seven Habits of Highly Effective People*, Covey (1989) outlines steps to achieve "private victories" as a prelude to "public victories." Covey advocates the following:

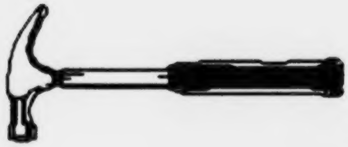
1. Make a plan defining goals for each of your roles in key areas of your life.

2. Live the plan to accomplish short-term actions for long-term success.

3. "Sharpen the saw," scheduling activities that support and protect your physical, mental, spiritual, and social/emotional energies, as well as professional priorities.

Studies indicate that 80% of the results one desires will flow from 20% of one's activities—especially if those activities involve preparation and relationship building (Hauter, 1993).

Competing demands, therefore, need to be constantly analyzed at each stage of one's personal and professional life, and strategies need to be designed to achieve desired outcomes.



Toolbox

Success to the Successful: Self-Fulfilling Prophecies

Imagine you have two new direct reports, Stan and Frank. Both seem equally qualified—a degree from a good school, a couple of years of solid business experience, and youthful enthusiasm. You want to fill an upcoming opening in a management position, but you aren't quite sure which one is the best candidate. You want to be as objective as possible in your recommendation, so you decide to encourage both of them and see which one demonstrates the most ability.

After a couple of weeks, Stan has gotten a jump start on the latest assignment and is doing a stellar job. Frank was out with the flu, so when he comes back, he's a little bit behind. You keep your eye on him and continue to encourage him, but you really start to focus on Stan. Before you know it, you're giving him more and more responsibility, and he does exceedingly well each time. Frank is doing adequately, but for some reason, you just don't feel like he has that extra "umph." Since you already have a "hot one" on your hands, you feel it's not as necessary to invest as much time and energy in him.

In time, you promote Stan into the management position and pat yourself on the back for having picked the right person from the beginning. Frank, in your assessment, turned out to be just an average performer. But is that really the case?

Self-Fulfilling Prophecies

The *Success to the Successful* archetype suggests that success may depend as much on structural forces as innate ability or talent (see Figure 1, "Success to the Successful Template"). The performance of individuals or teams is often the result of the structure they are put in which forces them to compete for a limited resource such as a manager's time, a company's investments, or training facilities.

Assuming both groups (or individuals) are equally capable, if one person or group, *A*, is given more resources, it has a higher likelihood of succeeding than *B*. That initial success justifies devoting more resources to *A* and robs *B* of further resources *(R1)*. As *B* gets less resources, its success diminishes, which further reinforces the "bet on the winner" allocation of resources *(R2)*. The structure continues to reinforce the success of one, and the eventual demise of the other.

Success to the Successful is an archetypal case of self-fulfilling prophecies. The outcome of a situation ion is highly dependent on the initial conditions (or expectations) and whether they favor one party or the other. If B had received more resources in the beginning, the roles would be reversed: B's success would increase, and A would suffer.

In effect, our mental model of what we believe will determine success shapes the very success we seek to assess. In the case of Stan and Frank, the manager may not have had a strong feeling either way in the beginning. But initial events—Stan's success with the first project and Frank's illness—quickly became the shaper of his expectations and actions, reinforcing what he later believed to be an objective assessment that Stan was "right" for the job.

Balancing Work and Family

The tension between work and family is another example of the *Success to the Successful* archetype (see Figure 2, "Balancing Work and Family" diagram). We each have a certain amount of time and attention available. The more we devote to work, the more successful we may become, which fuels the desire to put more time into work *(R3)*. A similar result occurs if we devote our energy to our

(reprinted with permission)

family *(R4)*. Most of us struggle to maintain a balance between the two.

Suppose, however, that a large project forces you to put in long hours at work for an extended period of time. The time away from the family begins to create tension at home. Your family complains that you are never around. But when you do come home, you get hit with all of the problems that have been accumulating. So you withdraw further from your family, devoting yourself even more to the project. Your work on the project is starting to generate interest throughout the company. At the same time that praise at work is building, the complaints at home are piling up, driving you further from your family. The two situations mutually feed each other—the downward spiral of one, and the upward spiral of the other.

Rewriting the Prophecies

The *Success to the Successful* archetype highlights how success can be determined by initial chance and how the structure can systematically eliminate the other possibilities that may have been equally viable (or even superior). If we are not conscious of being in this archetype, we become a victim of its structure, which continually pushes us to do whatever has been successful in the past. After a while, the choice between work and family doesn't seem like a choice anymore—the structure has determined the outcome.

As in most of the archetypes, managing a *Success to the Successful* situation requires looking at it from a more macro level and asking ourselves "what is the larger goal within which the situation is embedded?" In the case of work vs. family, a larger goal that includes both of them, such as, "I seek a balance between my success at work and time with my family," must guide the daily decisions. In the case of the two protégés, the goal might be to provide an environment in which the full potential of both employees can be developed. Without the guidance of a larger goal, the structure will continue to dictate your actions.

Creating Environments for Success

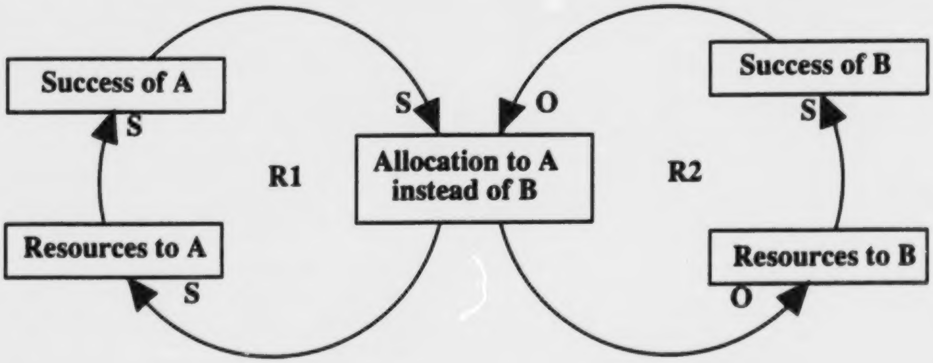
At the heart of the *Success to the Successful* archetype lies the competitive model of Western economies which is characterized by a win-lose philosophy. An implicit assumption of the competitive model is that whoever wins must, by default, be the best. In reality, however, it may not be the individuals, but the structure they are in that determines the "winner." The assumption here is that you need a competitive environment out of which the best candidates will somehow surface.

A fundamental question that the archetype begs us to ask is why put two groups or individuals into the structure in the first place? If we want a single "winner," why not put our energies towards understanding what it takes to develop such a winner? We can then focus our energy and resources on that person or project from the beginning rather than waste time, money, and morale by stringing along multiple people and projects. We can, in effect, lop off the other half of the *Success to the Successful* archetype. Instead of diverting resources and systematically letting other groups fail, we can focus all our efforts and resources on finding ways to build a supportive environment for success.

A way to break out of the *Success to the Successful* archetype is to get rid of its competitive structure and find ways to make teams collaborators rather than competitors. Many Japanese companies, for example, often have multiple project teams working on the same design. Unlike American companies, however, the goal is not to compete against each other and have one team's design win. All of the teams are seen as part of the same larger effort to develop the best design for the company. The teams collaborate with each other, sharing ideas and information, and produce a design that may be a combination of innovations from each of the groups.

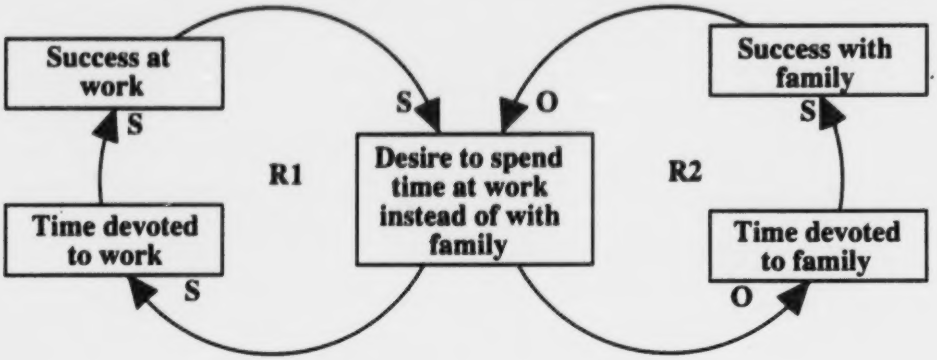
The *Success to the Successful* archetype highlights the need for creating a win-win environment where cooperation replaces competition and where creating an environment for success is more important than trying to identify successful individuals. In fact, that's what good academic institutions provide, and ultimately what good corporate environments should provide—an environment in which their people can contribute their unique talents.

Figure 1—Success to the Successful Template


Success of A
S
S
O
Success of B
S
R1
Allocation to A instead of B
R2
Resources to A
S
Resources to B
O

The Success to the Successful *archetype suggests that success may depend as much on structural forces as talent. If one person or group (A) is given more resources, it has a higher likelihood of succeeding than B (assuming they are equally capable). The initial success justifies devoting more resources to A than B (R1). As B gets less resources, its success diminishes, further justifying more resource allocations to A (R2).*

Figure 2—Balancing Work and Family


Success at work
S
S
O
Success with family
S
R1
Desire to spend time at work instead of with family
R2
Time devoted to work
S
Time devoted to family
O

If not carefully managed, the allocation of time between work and family can fall into a Success to the Successful *trap. Extended time away from the family (due to a large project, for example) can create tension at home, making it more desirable to spend time at work. As job success and time at work continue to build, family relationships can suffer.*

In-Class Exercise

Balancing Life Roles

Ask participants to

1. reflect on their life mission statement.
2. formulate goal(s) to balance life roles.
3. develop action steps recommended by Covey (1989)—make a plan, live the plan, and schedule activities that support and protect priorities.

Interview Guide

Balancing Life Roles

1. What challenges do you experience as you balance (or try to balance) personal and professional priorities?

2. Do you follow a specific action plan (i.e., develop a life mission statement, formulate goals related to your life roles, prioritize your responsibilities, and schedule your time to support balance in your life)?

3. In what ways have your "life stages and career stages" influenced your priorities and the balance of your life roles?

4. What recommendations do you have for resources and sources of support to balance life roles?

Learning Experience Guide #5

Introduction to Leader Attributes

Purpose

Participants will build a conceptual framework for developing their own leadership capacities.

Behavioral Objective

Given:	The *Leader Attributes Inventory* (LAI) Self-Rating Form.
Behavior:	Conduct a self-assessment of leader attributes and draw implications for improving performance as a leader.
Standard:	The implications will demonstrate logical and consistent relationships between the assessment of attributes, actual behaviors, and effective leadership performance.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Use the *LAI* (Self-Rating Form) to assess leader attributes. 2. Identify three relative attribute strengths and three relative attribute developmental needs. 3. Describe actual behavioral events that illustrate each of the relative attribute strengths and developmental needs. 4. Explain the effect of these types of behaviors on effective leadership performance.	1. Recall a. the desirability of the six leader tasks. b. the validity of the 37 attributes. c. the reliability of the *LAI* to measure the attributes. 2. Differentiate between relatively strong and weak leader attributes. 3. Recall how to describe a behavioral event. 4. Explain leader attributes in terms of leader behaviors. 5. Illustrate the relationships among attributes, behaviors, and performance as a leader.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present a lecture to cover the following: a. the confusion over the meaning of leadership b. NCRVE's role in creating a conceptualization of leadership c. why the NCRVE conceptualization will be presented d. using the conceptualization to diagnose participants' leadership qualities and assess the implications for performance *Sample Question*: What is the relationship between leadership and management? 2. Present the purpose and behavioral objective of this learning experience.	Trans.: LA1-5.T LA6.T
Need-To-Know Information	3. Present a lecture on the NCRVE's conceptualization: a. What is leadership? b. Why *do* leaders behave as they do? *Sample Question*: What are the attributes (qualities) of the best leaders you have known?	Trans.: LA7-10.T
Demonstration	4. Distribute and have participants complete the *LAI* Self-Rating Form. 5. Initiate a discussion: What attributes, if any, are unclear to you? Do you think that any of the attributes are *not* related to effective leader performance? For what reasons do they seem not to be related?	Handout: *LAI* Self-Rating Form Completed *LAI* forms
Need-To-Know Information	6. Present the material on a. development of the *LAI*. b. can leader attributes be improved? c. leadership development program goals.	Trans.: LA11-17.T

Lesson Stage	Instructor Actions	Resources
Guided Practice	7. Ask participants to identify (and make a note of) three of their strongest attributes and the three attributes with greatest developmental needs.	
Need-To-Know Information	8. Present information about "behavioral events"—what they are and what kinds of information they contain.	Handouts: LA1.H
	9. Review the tasks of an effective leader.	LA2.H
Demonstration	10. Provide examples of behavioral events and their implications for performance as a leader (e.g., achieving the six leadership tasks).	
Guided Practice	11. Call on participants to provide a. descriptions of behavioral events that justify their highest and lowest attribute ratings. b. past and potential implications of those behaviors on the achievement of leadership tasks.	
Unguided Practice	12. Assign participants the following tasks: a. Identify, in writing, what you perceive to be your three strongest and three least developed leader attributes. b. describe at least one actual behavioral event for each of these six attributes that justifies your selection. c. draw implications about their impact on the tasks of effective leaders.	Handouts: LA3.H, Set of *LAI*s (without the Self-Rating Forms)
	13. *Collect the completed* LAI *Self-Rating Form for scoring and later feedback. Also provide each participant with five copies of the* LAI *Observer-Rating Form with instructions about who should complete them, and when and where they should be returned.*	*LAI* Observer-Rating Form
Evaluation	14. Review each participant's assignment using the criteria of completeness, logic, and consistency.	

Lesson Stage	Instructor Actions	Resources
Feedback	15. Return the assignment with written comments on each. Provide verbal feedback to the group to remedy common errors.	
	[Estimated In-Class Time: 3 hours] [Estimated Out-of-Class Time: 2 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	17 transparencies (LA1-17.T)
Handouts:	*LAI* Self-Rating Form (LAI-SELF) *LAI* Observer-Rating Form (LAI-OBSVR) *Example of a Behavioral Event Interview Write-Up* (LA1.H) *The Tasks of Leaders* (LA2.H) *Out-of-Class Assignment: Introduction to Leader Attributes* (LA3.H)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (LA1-17.T)
1 distribution of handouts (LA1-3.H)
1 *LAI* Self-Rating Form for each participant (LAI-SELF)
5 *LAI* Observer-Rating Forms for each participant (LAI-OBSVR)

E. Alternative/Optional activities

1. An alternative procedure is to have the *LAI* Self-Rating Form and five *LAI* Observer-Rating Forms completed out-of-class *before* this learning experience and returned for scoring and preparation of a feedback report. The completed *LAI* Self-Rating Form can be returned to participants for use in this learning experience. The feedback report should be held for use in the learning experience, "Assessing Leader Attributes."

2. Select a well-known current or historical leader. Prepare a 3- to 5-page paper identifying the attributes that have made this individual an effective leader and the relationship of those attributes to the person's leadership behavior.

Supplemental Readings

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Notes for Presentation of Rationale

A. Background

1. Leadership is a venerable and popular subject for study.

    a. Hieroglyphs for *leader* and *leadership* were developed about 2800 BC.

    b. In 600 BC, Confucius wrote about the responsibilities of leadership and how leaders should conduct themselves.

    c. Most of the social sciences—philosophy, political science, anthropology, sociology, psychology, and social psychology—have studied leadership.

    d. In the fields of management practice and the military, there has been considerable interest in leadership.

    e. Education is a latecomer to the study of leadership. Almost nothing on leadership was done in vocational education until the National Center for Research in Vocational Education (NCRVE) began its present program of research and development about six years ago.

2. There is confusion about the meaning of leadership and leadership development.

    a. Part of the confusion is probably due to the variety of perspectives brought to the study of leadership by the wide variety of disciplines and fields of practice interested in it.

    b. There is no agreement now about *what l*eadership is, *why* it occurs, *how* it is best developed, or *how* it should be assessed.

    c. *[To illustrate this confusion, pose the following question to the participants:]* "What do you think is the relationship between leadership and management?" *[Responses will probably fall into four categories: (use LA1-4.T)]*

        (1) Leadership is one of the functions of management.
        (2) Leadership is the opposite of management (different ends of a continuum).
        (3) Leadership and management are the same thing.
        (4) Leadership and management overlap one another.

3. Some progress *is* being made.

    There is consensus that

    a. Leadership is a viable concept (it can be recognized in practice).

    b. Aspects of behavior are related to performance as a leader.

    c. Educational interventions can affect the behavior of leaders.

B. Role of the NCRVE

1. There is a need for leadership in vocational education.

   a. The field is in transition at the secondary level, and it must change if it is to remain viable. Leaders are *especially* critical when change is required.

   b. Vocational educators agree that the field needs more and better leaders and that not enough is now being done systematically to prepare them.

   c. The need is also recognized by Congress; NCRVE is required in both the 1984 Carl D. Perkins Vocational Education Act and its 1990 Amendments to provide leadership services to the field.

2. NCRVE Program of Work: 1988-1993

   a. *Conceptualization.* A position has been formulated about what leadership and its development means to NCRVE. The conceptualization meets the following criteria:

      (1) consistency with available empirical data
      (2) suiting NCRVE's purpose of laying a foundation for leadership development services

   b. *Validation.* Usefulness of the conceptualization has been tested: Is it realistic? Does it serve the NCRVE purpose?

   c. *Resource review and development.* A preliminary review of instructional materials has been conducted to identify those that are available, relevant, high quality, and low cost.

   d. *Stimulate and evaluate programs.* Partial support has been provided for 17 leadership-development programs in institutions around the country, for preservice and inservice vocational personnel. They have been evaluated to determine what practices seem most effective.

   e. *Instrument development.* Norms have been established for two assessment instruments—the *LEI* to measure leader performance and the *LAI* to diagnostically assess the qualities that predispose successful leader performance.

   f. *Program development*.

   g. *Utilizing on-the-job experiences.*

C. Focus of this Learning Experience

1. The Conceptual Model of Leadership and Leadership Development

   a. Having a model permits the individual to

      (1) know where he or she "wants to go"—the kind of leader he or she wants to be.

   (2) plan for self-development in some systematic fashion.
   (3) make sense of a variety of leadership theories and practices.

b. The NCRVE conceptualization will be presented because

   (1) it has a research base.
   (2) this leadership development program has been built upon that conceptualization.

c. Participants will be assisted in learning the conceptualization (and developing their conceptual model) in the following two ways:

   (1) The conceptualization and its research base will be explained and examined.
   (2) Participants will use it to diagnose their own leadership qualities and to assess the implications of the diagnosis for leadership performance.

2. Present the Purpose and Behavioral Objective.

Purpose:	Participants will build a conceptual framework for developing their own leadership capacities.
Given:	The *Leadership Attributes Inventory (*Self-Rating Form)
Behavior:	Conduct a self-assessment of leader attributes and draw implications for improving performance as a leader.
Standard:	The implications will demonstrate logical and consistent relationships between the assessment of attributes, actual behaviors, and effective leadership performance.

Notes for Presentation of Need-To-Know Information

A. What is leadership? (See Moss & Liang, 1990)

1. Definition: Leadership is one of the functions of management.

   a. The process of leadership means

      (1) perceiving when change is needed.
      (2) influencing the group by noncoercive means (persuasion and example, not by authority).
      (3) facilitating the group's efforts at goal-setting and goal-achievement.

   b. The property of leadership means

      (1) when an individual behaves in ways that others believe will help them achieve desired goals, the individual is seen as a leader and is perceived to possess certain qualities (attributes). The specific qualitative meaning of leadership depends on the behavior seen as desirable by the group.
      (2) leadership lies in the eye of the beholder. Only those perceived as leaders are leaders.
      (3) leaders have power, but it is the power of influence, voluntarily conferred, as opposed to the power of authority. Individuals are appointed to administrative roles, have the power of authority, and are given subordinates. Leaders must *earn* influence and followers.
      (4) for highly productive organizations to function at peak efficiency, formal as well as nonformal leaders are needed at all levels. Certainly it is critical for administrators to be good leaders, but it is also important for some teachers, counselors, and so forth, to be good leaders as well.

2. The Tasks of Leaders

   a. What should leaders be trying to accomplish in organizations? The NCRVE's philosophy is that leaders should facilitate group processes and empower group members. They should

      (1) bring into focus the organization's vision, mission, and values.
      (2) adapt the vision to the environment.
      (3) secure the commitment of individuals in the organization and foster their growth by tapping into their intrinsic motivation.

   b. Originally, the NCRVE postulated five general tasks of leaders, drawn from the literature, which reflected the above view of leadership. Then, the Center conducted a study with a purposive sample consisting of 39 "most successful" secondary and postsecondary vocational administrators and 78 of their vocational instructors, drawn from seven states. The sample participants were interviewed to obtain detailed descriptions of 272 behavioral events in which the teachers perceived the administrators (and the administrators saw themselves) as having demonstrated exemplary leadership (Moss, Finch, & Johansen, 1991). An analysis of the 272 behavioral events revealed that most could be classified into the following categories of leadership tasks:

(1) Satisfy job-related needs.
(2) Implement change and empower.
(3) Exert external influence.
(4) Achieve unity and motivate.
(5) Establish a learning environment.

Four of these task categories are the same as four of the leadership tasks originally postulated by the NCRVE, and they reflect the view that leadership means facilitating the group process and empowering members of the group. The fifth task originally postulated by the NCRVE, "inspire a shared vision," was tied for the *least* used of ten categories of leader tasks. Nevertheless, because of its importance to the NCRVE's philosophical position about the role of leaders, it was decided to retain it as the sixth leader task.

c. An instrument was developed, the *Leader Effectiveness Index (LEI)*, which assesses the extent to which the leader accomplishes the six tasks of leaders. These six tasks are philosophically consistent with the NCRVE's view of the role of leaders, and (with the exception of "inspire a vision") are also most often used by vocational educators when they describe exemplary leadership behaviors.

d. The *LEI* also contains a seventh item to assess *overall* leader effectiveness. Using graduate students in vocational education (n = 36), it was found that the difference between the mean of the average ratings of the six tasks and the mean of item 7 (overall rating) was only .05 on a 6-point scale, and that the correlation between the average ratings of the six tasks and item seven was .92. It was concluded that the six tasks on the *LEI* accurately reflect the rater's overall judgment of leader performance (i.e., no important criteria are missing).

e. The same study showed that the test-retest reliability (measured one week apart) of the average score of the six items (tasks) on the *LEI* was .94.

f. The *LEI* is, therefore, a valid (consistent with the views of the NCRVE and of practitioners in the field) and a reliable tool for vocational educators to use in assessing leadership performance (Moss, Finch, Lambrecht, & Jensrud, 1994a).

B. Why Leaders Behave As They Do

1. The Process

a. Leaders' behaviors are determined by the following interacting factors:

(1) general context.
(2) the particular task at hand.
(3) the leader's perception of the group's attributes (qualities).
(4) the leader's own attributes.

b. This means that the specific observable behaviors of a leader are very situational. *[Note: Many attempts have been made to categorize leader* *behaviors (e.g., task vs. people orientation, transactional vs. transformational behaviors).]*

c. Group members filter the leader's behavior through the screen of their own perceptions of the general context, task at hand, leader's attributes, their own attributes, and they behave accordingly.

d. There are some important feedback loops.

2. Leader Attributes

a. Attributes are characteristics, knowledge, skills, and values possessed by the individual. Attributes direct and shape behavior; they predispose certain kinds of behavior and inhibit other behaviors.

b. Because attributes are possessed by the individual, they are a constant influence on behavior, as the individual moves from group to group and situation to situation. They, therefore, influence behavior in a wide array of contexts, tasks, and groups. Consequently, there is a tendency for a leader in one group to emerge as a leader in other groups.

C. Development of the *Leader Attributes Inventory (LAI)*

1. **Initiate a discussion.** What are the attributes (qualities) of the best leaders you have known?

2. **Distribute and have participants complete the *LAI* (Self-Rating Form).**

3. **Initiate a discussion.** Which attributes, if any, are unclear to you? Do you think that any of the attributes are *not* related to effective leader performance? For what reasons do they seem not to be related?

4. **Source of NCRVE Leader Attributes (*LAI* items).** After a review of the literature, NCRVE researchers identified 37 attributes (originally 35) that appeared to be compatible with the NCRVE's six tasks of leadership, and to have consistently strong relationships to successful leader performance (e.g., rated managerial performance, and advancement in business, industry, and the military).

5. **Usefulness of the Leader Attributes in the *LAI*.** Studies have been supported by NCRVE to determine whether the 37 attributes are actually used by successful leaders in vocational education.

a. Finch, Gregson, and Faulkner (1991) collected 272 behavioral events from a purposive seven-state sample of 39 "most successful" vocational administrators and 78 teachers (two teachers per administrator). The events described actual behaviors of the administrators, which the teachers and administrators felt exemplified excellent leadership. This is the same database reported in the Moss, Finch, & Johansen (1991) reference. An analysis of the behavioral events revealed that all 37 attributes were utilized in the exemplary behaviors (some more often than others), and that no other attributes appear to have been needed.

b. Follow-up studies of ten leadership development programs for graduate students in vocational education and seven programs for inservice personnel reported that all 37 leader attributes were used by former participants in their leadership activities during the six-month period following the program. Between 15 and 56% of the former graduate student participants and 6 to 46% of the inservice participants considered each of the attributes "most useful" (Moss, Jensrud, & Johansen, 1992; Leske, Berkas, & Jensrud, in press).

c. Wardlow, Swanson, and Migler (1992) conducted an interpretive study of 15 vocational institutions in 11 states, each of which offered exemplary vocational programs at the secondary or postsecondary level. The authors concluded that having an effective leader is a critical component of effective schools. They further concluded that effective leaders have good communication skills, are willing to delegate and share power, create a climate of trust and respect, and are sensitive to and respectful of staff needs. The effective leaders also instill a clear vision of the institution's mission, are willing to take reasonable risks, foresee trends and events, and are adaptable. All of these qualities are included among the 37 leader attributes identified by the literature review.

6. **Construct validity of the *LAI*.** A number of studies were also supported by NCRVE to test the construct validity of the 37 leader attributes.

a. In the first study (Moss & Liang, 1990), 282 technical college instructors in Minnesota were asked to rate the administrator (director or assistant director) whom they knew best on the 37 leader attributes and on the leadership tasks.

b. In the second study (Moss, Johansen, & Preskill, 1991), a graduate class of part-time students majoring in management were asked to rate their supervisors at work on the 37 attributes and on the leadership tasks.

c. In the third study (Moss, Finch, Lambrecht, & Jensrud, 1994a), 37 graduate students in vocational education rated the administrators whom they knew best on the 37 leader attributes and the six leadership tasks.

d. Using data from the sample of Minnesota technical college instructors (noted in F.1. above) (Moss & Liang, 1990), a multiple correlation analysis showed that six of the attributes explained 81 percent of the variance (r = .90) in the leadership task ratings. The six attributes were (1) motivating others; (2) team-building; (3) adaptable, open to change; (4) managing information; (5) willing to accept responsibility; and (6) insightful.

e. With the sample of 37 graduate students in vocational education (reported in F.3. above), a correlation of .95 was obtained between the total score of the 37 leader attributes and the average ratings on the six leader attributes.

f. Finally, Liang (1990) had the sample of Minnesota technical college instructors (noted in F.1. above) (n=282), complete the *Multifactor Leadership Questionnaire* (*MLQ*) and then correlated its seven scales with the ratings on the *LAI* leader attributes. The results were what one might hope for: The *LAI* attributes correlated highly with the *MLQ* transformational scales, almost not at all with management by exception, and negatively with laissez-faire leadership.

g. Given the consistently high positive correlations of all of the attributes with the desired leadership tasks as well as the high correlations of the attributes with the *MLQ*, it is reasonable to conclude that the *LAI* has high construct validity.

7. **Concurrent validity of the *LAI*.**

a. White, Asche, and Fortune (1992) reported on a study utilizing a volunteer sample of 812 adults living in five southern states, of whom 96% were African Americans and 62% women. Thirty seven percent had less than a high school diploma. Immediately following a brief workshop familiarizing participants with leadership concepts, the *LAI* (Self-Rating Form) and a questionnaire about the sample's current leadership activities were administered. It was found that, in four out of seven organizations (community, youth, political, and civic organizations) those who participated regularly in the organizations had significantly ($p \leq .05$) higher average *LAI* scores than those who participated in the organizations occasionally or not at all. In the remaining three organizations (church, professional, and fraternal), those who participated regularly had the highest average *LAI* scores, but their scores were significantly ($p \leq .05$) greater than those who did not participate at all. Further, the correlation coefficient between the average *LAI* score and responses to the question, "Do others consider you a leader?" was .28.

b. Migler (1991) compared *LAI* scores of 24 administrators, drawn from a national sample of twelve "excellent" postsecondary vocational schools, with a sample of 24 administrators employed at a random sample of twelve technical colleges in Minnesota. Groups of five teachers at each school were used to rate each administrator on the *LAI*. Migler found that the two groups of administrators had significantly different ($p \leq .05$) ratings on five of the 37 leader attributes: (1) insightful, (2) tolerant of ambiguity and complexity, (3) organizing, (4) time management, and (5) decision-making. For all five attributes, the administrators at the "excellent" institutions had higher scores.

8. **Reliability of the *LAI*.** Three studies investigated the test-retest reliability of the *LAI*; one of the studies also estimated internal consistency. Transparency LA13.T shows the results. The test-retest correlation coefficient of the total score of the *LAI* (measured one week apart) and the internal consistency of the 37 attributes are extremely high (each is .97). Most of the test-retest coefficients of the 37 individual items (each item assesses an attribute) are acceptably high. A few of the individual items have marginally low test-retest coefficients, but these items (attributes) were not consistent across the three studies.

9. ***LAI* factors.** The *LAI* scores from 282 technical college instructors rating the administrators whom they knew best were factor analyzed (Liang, 1990). The results are shown in transparency LA14.T. Further samples are needed so that the stability of these factors can be assessed.

D. Can Leader Attributes Be Improved?

1. **The questions.** Even though the 37 leader attributes are shown to predispose successful leadership performance, and the attributes can be measured reliably, the question remains whether the attributes can be improved by reasonable amounts of planned instruction. Although some of the attributes appear to be very difficult to change (e.g., intelligence with practical judgment) other attributes seem amenable to improvement (e.g., delegating skills). In the long, run it would be desirable to learn which attributes can be improved (and how), and which attributes cannot be improved. The former would comprise objectives for leadership development activities, whereas the latter would be used as selection criteria.

2. **Evaluation studies.**

   a. To begin answering the above questions, the NCRVE partially funded ten leadership development programs for graduate students in vocational education and seven programs for in-service personnel. These programs were held in universities throughout the country. They ranged in length from six hours in one day to 90 hours of class instruction plus 80 hours of outside assignments spread over 9 months. A major responsibility of the NCRVE was to evaluate these programs.

   b. Some of the results of the evaluation (Moss, Jensrud, & Johansen, 1992; Leske et al., in press) were as follows:

      (1) Both the ten programs for graduate students and the seven programs for inservice personnel made significant impacts upon the participants' perceptions of their leader attributes. As measured by the *LAI*, 36% of the attributes improved significantly ($p \leq .05$) in the programs for graduate students, and 31% improved significantly ($p \leq .05$) in the programs for inservice personnel.

      (2) The number of leader attributes that improved significantly was positively related to certain program characteristics. These characteristics included

         (a) the extent to which participants were actively involved.
         (b) whether the participants were given an opportunity to assess their own attributes, with time for reflection and goal setting.
         (c) the degree to which cohesive teams were built.
         (d) the amount of supervised instruction provided.

      (3) In both sets of programs, significant improvements were *not* meaningfully related to the degree objective, gender, ethnicity, experience as a school administrator, experience as a nonschool administrator, age, or full- versus part-time student status of the participants.

      (4) Transparency LA15.T shows the attributes that former participants of the ten programs for graduate students and former participants of the seven programs for in-service personnel judged to be "most useful" to them. It also shows the six attributes that a multiple regression analysis revealed best explained the variation in leader performance (Moss & Liang, 1990). Note that *adaptable*, *open to*

change; *insightful*; *team-building*; *willing to accept responsibility*; and *motivating others* appear on all three lists.

(5) A number of recommendations were compiled from the evaluation of the seventeen leadership programs. Those recommendations have been incorporated into this leadership development program. They are shown on transparency LA16.T.

E. Leadership Development Program Goals

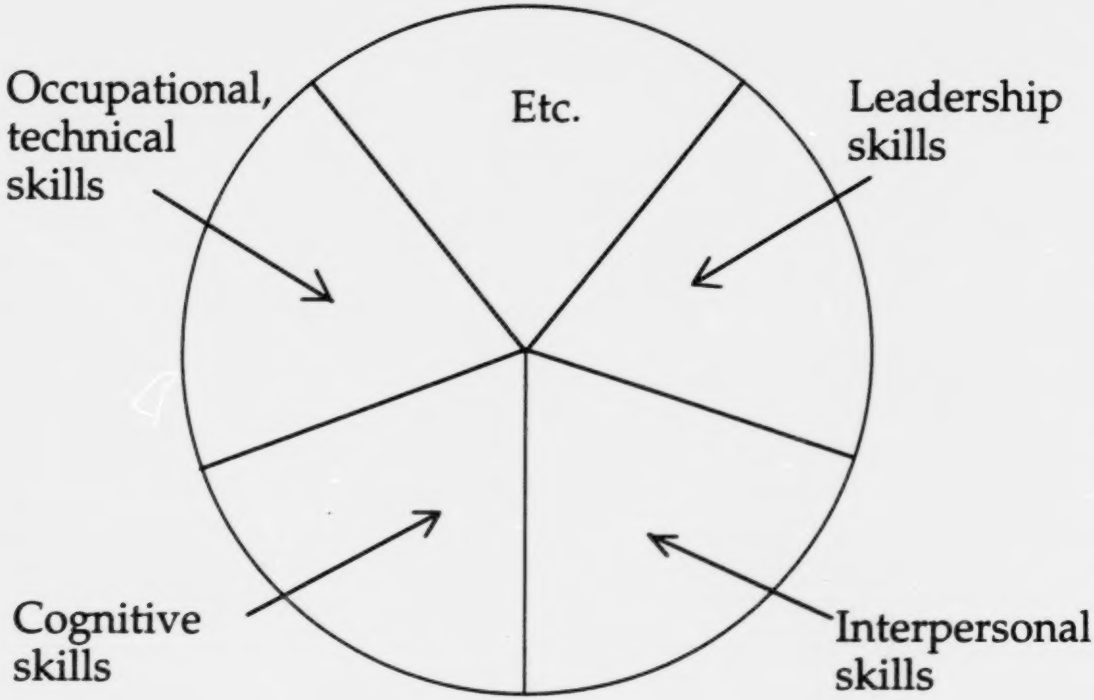
Presuming the acceptance of the six leader tasks, the validity of the 37 leader attributes as predispositions for successful leadership performance, and the reliability of the *LAI* to measure the leader attributes, the goal of the NCRVE leadership development program is to effect change in the attributes that increase the likelihood that vocational educators will perceive opportunities to behave as leaders, grasp those opportunities, and achieve the tasks of leadership in a wide variety of situations and professional roles.

[F. The instructor will have participants identify (and make a note of) three of their strongest attributes and the three attributes with greatest developmental needs.]

G. Behavioral Events

1. The reporting of "behavioral events" is a technique for exploring critical incidents that occur on-the-job. It was developed by David McClelland and colleagues at McBer and Company and is based on the Critical Incident Technique created by John Flanagan.
2. Its benefits are that, through interviews (or self-ratings), the participant can focus on meaningful dynamic behaviors that report thoughts and feelings as well as observable behaviors. It helps participants (and interviewers) understand what happened.
3. The write-up of a behavioral event is organized into the following sections: situation, who was involved, behavior, thoughts/feelings, outcome, and writer comments.
4. For the purposes of this program, each behavioral event write-up will also contain a final section, "Implications for Performance as a Leader."

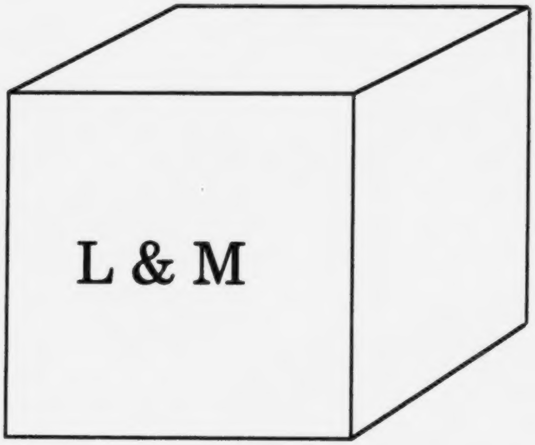
Leadership Is One of the Functions of Management


Occupational,
technical
skills
Etc.
Leadership
skills
Cognitive
skills
Interpersonal
skills

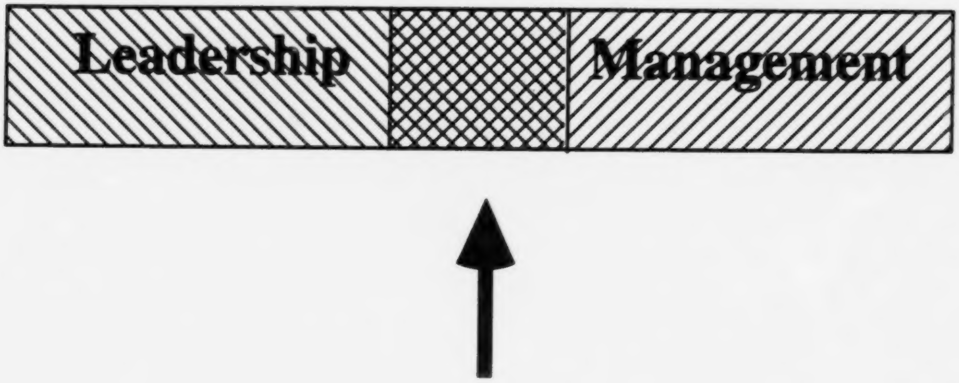
Leadership Is the Opposite of Management

Management	↔	*Leadership*
Doing things right		Doing the right things
Exercising power		Empowering
Motivating		Inspiring
Solving routine problems		Finding problems & creative solutions
Mastering procedures		Challenging the process

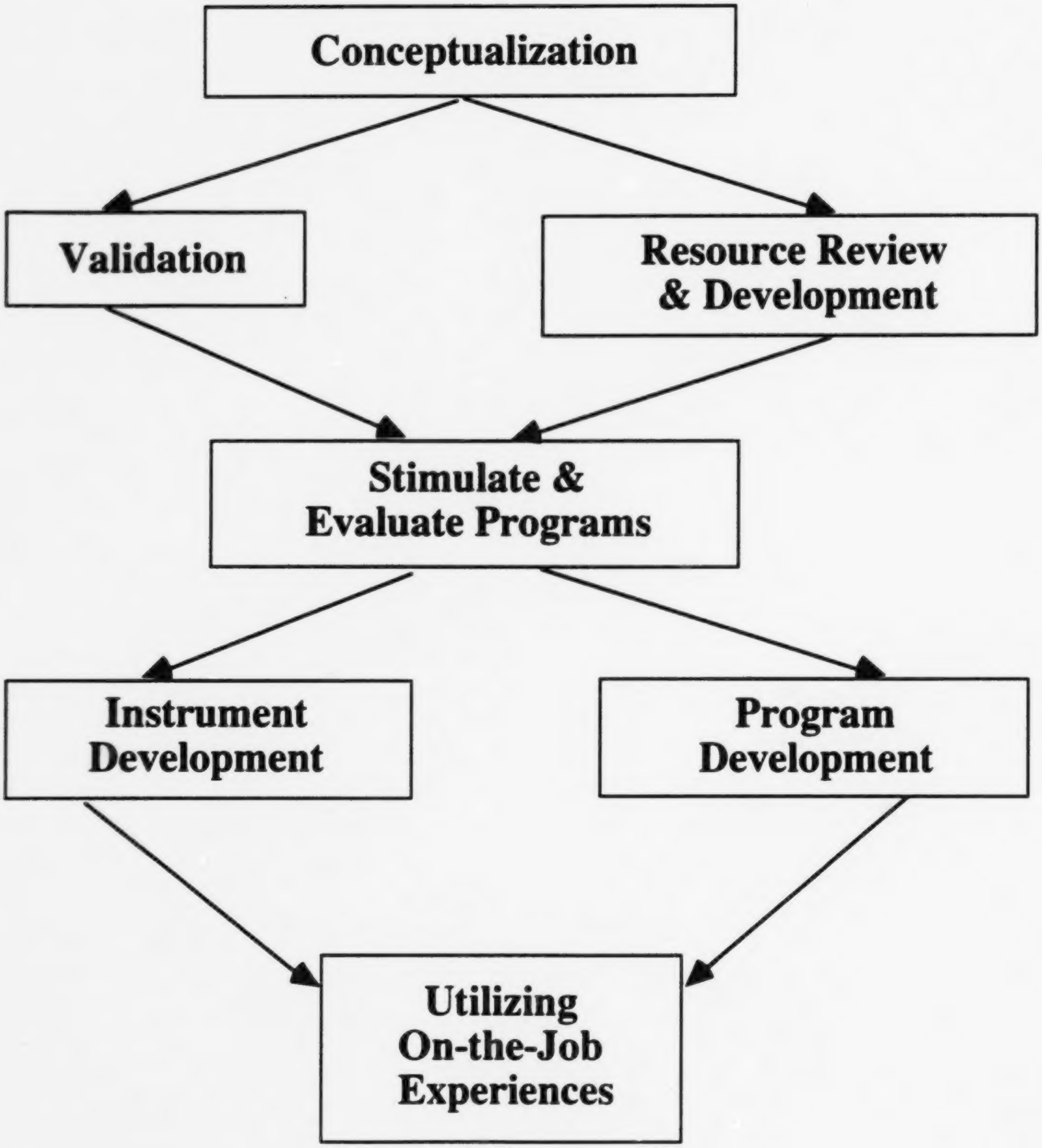
Leadership and Management/Administration Are the Same Thing



Leadership and Management Overlap One Another


Leadership
Management

NCRVE Program of Work: 1988-1993 Leadership in Vocational Education



Conceptualization

Validation

Resource Review & Development

Stimulate & Evaluate Programs

Instrument Development

Program Development

Utilizing On-the-Job Experiences

Introduction to Leader Attributes

Purpose: Participants will build a conceptual framework for developing their own leadership capacities.

Behavioral Objective:

Given: The *Leader Attributes Inventory (LAI)* Self-Rating Form

Behavior: Conduct a self-assessment of leader attributes and draw implications for improving performance as a leader.

Standard: The implications will demonstrate logical and consistent relationships between the assessment of attributes, actual behaviors, and effective leadership performance.

Leadership

… is both a process and a property.

The *process* of leadership is the use of noncoercive influence to direct and coordinate the activities of the members of an organized group toward the accomplishment of group objectives.

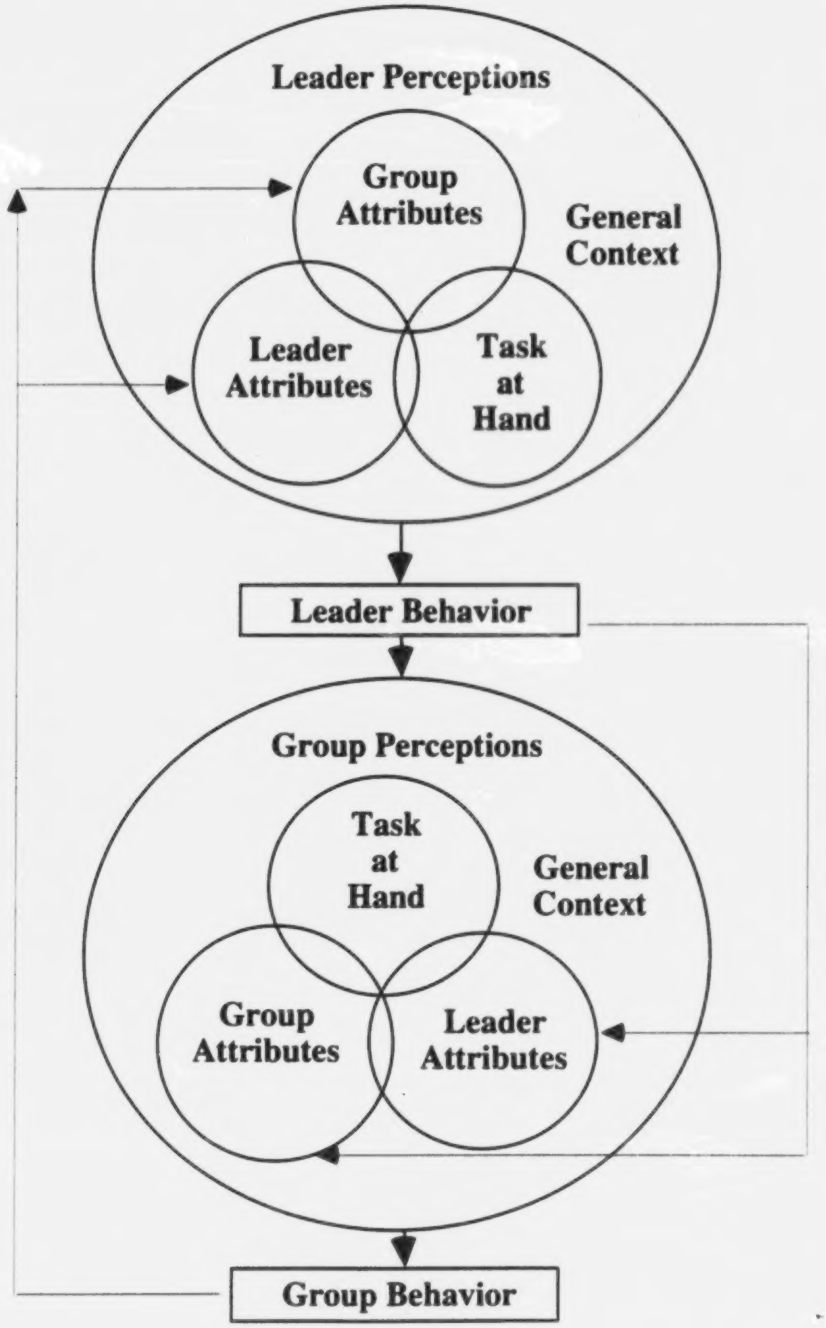
As a *property*, leadership is a set of qualities or characteristics attributed to those perceived to successfully employ such characteristics.

Jago, 1982, p. 315

The Tasks of Leaders

- Inspire a shared vision and establish standards that help the organization achieve its next stage of development.
- Foster unity, collaboration, and ownership, and recognize individual and team contributions.
- Exercise power effectively and empower others to act.
- Exert influence outside of the organization in order to set the right context for the organization.
- Satisfy the job-related needs of individuals as members of the organization.
- Establish an environment conducive to learning.

Interacting Factors that Determine Leader and Group Behaviors


Leader Perceptions
Group Attributes
General Context
Leader Attributes
Task at Hand
Leader Behavior
Group Perceptions
Task at Hand
General Context
Group Attributes
Leader Attributes
Group Behavior

LA9.T

Strong evidence has been found supporting the view that leadership is transferable from one situation to another. Although nature of the task demands may limit transferability, there is a tendency for the leader in one group to emerge in this capacity in other groups.

Bass, 1981, p. 596

Correlation Coefficients Between Ratings of Each of the 37 Leader Attributes (*LAI*) and the Average of the Leader Tasks (*LEI*)

Sample	Range	Mean
MN Technical College Instructors* (n = 282)	.56 - .82	.70
Management Class** (n = 38)	.40 - .88	.72
Vocational Education Graduate Students*** (n = 37)	.35 - .87	.73

* *LAI* with 35 attributes, using a 5-pt. scale.
LEI with 4 items.

** *LAI* with 37 attributes, using a 7-pt. scale.
LEI with 4 items.

*** *LAI* with 37 attributes, using a 6-pt. scale.
LEI with 6 items.

Correlations Between Leader Attributes (_LAI_) and Transformational and Transactional Leadership Behaviors (_MLQ_)*

MLQ Factors	LAI Attributers		
	Mean Coefficient	Range of Coefficients	R
A. Transformational Leadership			
1. Charisma	.70	.53 to .81	.92
2. Individualized consideration	.67	.51 to .78	.86
3. Intellectual stimulation	.61	.47 to .75	.83
4. Inspiration	.67	.50 to .81	.89
B. Transactional Leadership			
5. Contingent reward	.57	.46 to .69	.74
6. Management by exception	.10	.01 to .21	.29
C. Laissez-Faire Leadership	-.52	-.32 to -.64	-.69

Note: n = 282 technical college instructors in Minnesota.

*_Multifactor Leadership Questionnaire_

Reliability of the *LAI* (Observer-Rating Form)

Sample	Test-Retest (1-2 wks.) Correlation		Internal Consistency: (Alpha)
	Range	Mean	
MN Technical College Instructors* (n = 282)	.64 - .87	.78	—
Management Class** (n = 38)	.53 - .89	.76	—
Vocational Education Graduate Students*** (n = 37)	.47 - .89	.74	.97
Vocational Education Administrators and Teacher Leaders*** (n = 551)	.50 - .89	.75	.98

* 35 attributes, using a 5-pt. scale.

** 37 attributes, using a 7-pt. scale.

*** 37 attributes, using a 6-pt. scale. Test-retest correlation of the total score is .97.

Leader Attribute Factors*
(n = 282)

Social (Interpersonal) Skills & Characteristics

Management Skills

Personal Characteristics

* Principal component analysis with varimax rotation, 70.3% of variance explained.

Attributes Considered "Most Useful" by Former Program Participants, and Attributes that Best Explain Leader Performance

Leader Attributes	Ten "Most Useful" Attributes *		Attributes that Best Explain Leader Performance**
	Graduate Programs	Inservice Programs	
Adaptable, open to change	56%	46%	X
Communication (listening, oral, written)	55%	44%	X
Insightful	51%	35%	X
Visionary	51%	38%	X
Team-building	50%	39%	
Willing to accept responsibility	50%	41%	X
Confident, accepting of self	48%		
Motivating others	47%	35%	
Planning	47%		X
Networking	45%	36%	
Decision-making		39%	
Delegating		38%	
Managing information			

* Percent of former program participants who judged each attribute "most useful" to them.

** From Moss & Liang, 1990.

Some Recommendations for the Conduct of Leadership Development Programs

- Consider the difficulty of changing attributes when selecting program objectives.
- Create supportive teams.
- Build a conceptual model of leadership.
- Arrange for self-assessments.
- Encourage planning for self-improvement.
- Provide time for guided practice.
- Personalize specific activities whenever possible.

Goal of Leadership Development

Effect change in the attributes that increase the likelihood that vocational educators will

1. perceive opportunities to behave as leaders.
2. grasp those opportunities.
3. achieve the tasks of leadership in a wide variety of situations and professional roles.

Example of a
Behavioral Event Interview Write-Up

Interview Date: 3/30/89
Location Code: S3
Interviewee Code: S3A1

Type of Interviewee: Administrator
Interviewer: JAG
Event: #1

Situation: When I came into this position, the school was losing money each month. If this trend was going to continue, the school was going to have to close its doors.

Who Was Involved: The administrator, his three vice-presidents, local business and industry leaders, and the school staff were involved in this event.

Behavior (Actually Did): I called an all-day meeting that consisted of my three vice-presidents and myself. The three VPs and I started with my position and basically worked down the organizational chart to the custodian. We, in effect, changed twenty-nine positions in one day. The three VPs and I changed what persons did, when they did it, where they did it, and who they communicated with. As a result of this reorganization, some part-time staff members lost their jobs. Once my assistants and I accomplished this, the VPs and I established a priority for our expenditures. The three VPs and I cut wherever we could find a place. I also eliminated a couple of programs that always had low enrollments and were not meeting industry's needs. In essence, I started running this school like a business. If the courses were not cost-productive, I eliminated them. I also started emphasizing the need for everyone to market this school. I feel my vice-presidents and I set a good example for this by communicating with our local legislators and getting our local allotment increased. A week or so after this initial meeting, I called another meeting with my vice-presidents. This time we examined all the rules and regulations this school is supposed to meet. I did this so that the vice-presidents and I could make sure that the school would still meet its legal and social obligations, but minimize the expenditures in doing so. For example, this school does meet the needs of the handicapped, but not exactly how the State Department recommends. Another thing I did was, when I hired an instructor for a new program that the school was opening, I made sure that person was business-oriented. In other words, new staff members had to know the bottom line was productivity.

Thoughts/Feelings: I was aware that the school had problems when I accepted this position, but I was not aware of the seriousness of its financial difficulties. Once I became aware of this, I thought, unless I take some drastic measures, this school would be closed. So, I thought, instead of just being an administrator, I would have to take matters in my own hands and become a manager. Once I took this action, I did feel a lot more stress because I knew I would have to assume all the responsibility for my actions. However, I really didn't see any other way for this school to make it.

Once we had gotten this school operating in the black, I did feel good, but not great. There is a big difference in just making it and excelling. So that is when I started examining new paths for the school to take. In essence, this is when I believe I started showing some leadership. In other words, I became proactive.

Outcome: The institution is now operating in the black. To make this school the lean machine it is today took some drastic action. I think the changes I initiated at this school were at first viewed with some skepticism. However, because the school can be described as a successful operation, I believe the school is now being used as a model by the State Department.

Writer Comments:

The Tasks of Leaders

- Inspire a shared vision and establish standards that help the organization achieve its next stage of development.

- Foster unity, collaboration, and ownership, and recognize individual and team contributions.

- Exercise power effectively and empower others to act.

- Exert influence outside of the organization in order to set the right context for the organization.

- Satisfy the job-related needs of individuals as members of the organization.

- Establish an environment conducive to learning.

Out-of-Class Assignment

Introduction to Leader Attributes

Given the results of your self-rating on the *Leader Attributes Inventory (LAI)*:

1. Identify what you believe to be your *three* strongest and *three* least developed leader attributes.

2. For each of the six leader attributes you identified, describe in writing at least one "behavioral event" that justifies your selection.

3. For each of the six leader attributes you identified, draw implications about the impacts that kind of behaviors (predisposed by the attributes on achieving leadership tasks) would have on the task of effective leaders.

[A report of no more than ten pages is expected.]

LEADER ATTRIBUTES INVENTORY

Observer-Rating Form
Self-Rating Form

LEADER ATTRIBUTES INVENTORY
Observer-Rating Form

Jerome Moss, Jr.
with the Assistance of
Qetler Jensrud, Barry Johansen, and Hallie Preskill

ID NUMBER

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Marking Directions

- Use pencil or black or blue pen.
- Darken the circle completely.
- Erase cleanly any marks you wish to change or X out mark if in pen.
- Do not make any stray marks on this form.

SECTION A
Please provide the following information about yourself:

1. Today's date: ______________________
(MONTH) (DAY) (YEAR)

2. Your gender:
○ Female ○ Male

3. Your ethnic group:
○ African American
○ Asian
○ Hispanic
○ Native American
○ White
○ Other

4. In relation to the person you are rating, you are his/her:
○ Subordinate
○ Peer
○ Superior

5. How well do you know the person rated?
○ Very well
○ Fairly well
○ Casually
○ Not at all

SECTION B

You have been asked to rate the leadership characteristics (attributes) of another person (usually the person who gave you this form). The purpose is to assist in improving the leadership capabilities of the individual by identifying the relative strengths and development needs of her/his leader attributes, so please be as discriminating in your rating as possible.

You will return this form directly to the grading personnel indicated on the final page so the person you are rating will *not* be able to identify your responses. All feedback to the person being rated will be in the form of averages from a group of raters. We urge you to reflect carefully about *each* statement, then rate the person on each statement using the following scale.

① Very Undescriptive
② Undescriptive
③ Somewhat Undescriptive
④ Somewhat Descriptive
⑤ Descriptive
⑥ Very Descriptive

For each of the statements, fill in the circle that best describes the person you are rating.

LA2.H

Attributes

	Very Undescriptive	Undescriptive	Somewhat Undescriptive	Somewhat Descriptive	Descriptive	Very Descriptive
1. *Energetic with stamina* - Approaches tasks with great energy and works long hours when necessary	①	②	③	④	⑤	⑥
2. *Insightful* - Reflects on the relationship among events and grasps the meaning of complex issues.	①	②	③	④	⑤	⑥
3. *Adaptable, open to change* - Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans	①	②	③	④	⑤	⑥
4. *Visionary* - Looks to the future and creates new ways in which the organization can prosper	①	②	③	④	⑤	⑥
5. *Tolerant of ambiguity and complexity* - Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding	①	②	③	④	⑤	⑥
6. *Achievement-oriented* - Shows commitment to achieving goals and strives to keep improving performance	①	②	③	④	⑤	⑥
7. *Accountable* - Holds self answerable for work and willingly admits mistakes	①	②	③	④	⑤	⑥
8. *Initiating* - Frequently introduces new ideas	①	②	③	④	⑤	⑥
9. *Confident, accepting of self* - Appears secure about abilities and recognizes personal shortcomings	①	②	③	④	⑤	⑥
10. *Willing to accept responsibility* - Willingly assumes higher-level duties and functions within the organization	①	②	③	④	⑤	⑥
11. *Persistent* - Continues to act on beliefs despite unexpected difficulties	①	②	③	④	⑤	⑥
12. *Enthusiastic, optimistic* - Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities	①	②	③	④	⑤	⑥
13. *Tolerant of frustration* - Acts calmly and patiently even when things don't go as planned	①	②	③	④	⑤	⑥
14. *Dependable, reliable* - Can be counted on to follow through to get the job done	①	②	③	④	⑤	⑥
15. *Courageous, risk-taker* - Willingly tries out new ideas in spite of possible loss or failure	①	②	③	④	⑤	⑥

Attributes

Very Undescriptive
Undescriptive
Somewhat Undescriptive
Somewhat Descriptive
Descriptive
Very Descriptive

16. *Even disposition* - Displays a sense of humor and a stable temperament even in stressful situations .... ①②③④⑤⑥

17. *Committed to the common good* - Works to benefit the entire organization, not just self .... ①②③④⑤⑥

18. *Personal integrity* - Speaks frankly and honestly and practices espoused values.... ①②③④⑤⑥

19. *Intelligent with practical judgment* - Learns quickly, and knows how and when to apply knowledge .... ①②③④⑤⑥

20. *Ethical* - Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny .... ①②③④⑤⑥

21. *Communication (listening, oral, written)* - Listens closely to people at work, and organizes and clearly presents information, both orally and in writing.......... ①②③④⑤⑥

22. *Sensitivity, respect* - Shows genuine concern for the feelings of others and regard for them as individuals .... ①②③④⑤⑥

23. *Motivating others* - Creates an environment in which people want to do their best .... ①②③④⑤⑥

24. *Networking* - Develops cooperative relationships within and outside of the organization .... ①②③④⑤⑥

25. *Planning* - In collaboration with others, develops tactics and strategies for achieving organizational objectives .... ①②③④⑤⑥

26. *Delegating* - Appropriately and effectively assigns responsibility and authority..... ①②③④⑤⑥

27. *Organizing* - Establishes effective and efficient procedures for getting work done in an orderly manner .... ①②③④⑤⑥

28. *Team-building* - Facilitates the development of cohesiveness and cooperation among the people at work .... ①②③④⑤⑥

29. *Coaching* - Helps people develop knowledge and skills for their work assignments .... ①②③④⑤⑥

30. *Conflict management* - Brings conflict into the open and uses it to arrive at constructive solutions .... ①②③④⑤⑥

Attributes

	Very Undescriptive	Undescriptive	Somewhat Undescriptive	Somewhat Descriptive	Descriptive	Very Descriptive
31. *Time management* - Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.	①	②	③	④	⑤	⑥
32. *Stress management* - Effectively deals with the tension of high pressure work situations.	①	②	③	④	⑤	⑥
33. *Appropriate use of leadership styles* - Uses a variety of approaches to influence and lead others.	①	②	③	④	⑤	⑥
34. *Ideological beliefs are appropriate to the group* - Models and demonstrates belief in the basic values of the organization.	①	②	③	④	⑤	⑥
35. *Decision-making* - Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions	①	②	③	④	⑤	⑥
36. *Problem-solving* - Effectively identifies, analyzes, and resolves difficulties and uncertainties at work	①	②	③	④	⑤	⑥
37. *Information management* - Identifies, collects, organizes, and analyzes the essential information needed by the organization	①	②	③	④	⑤	⑥

Thank you for completing this survey!

Please return the completed survey directly to . . .

ID NUMBER

⓪⓪⓪⓪⓪⓪⓪
①①①①①①①
②②②②②②②
③③③③③③③
④④④④④④④
⑤⑤⑤⑤⑤⑤⑤
⑥⑥⑥⑥⑥⑥⑥
⑦⑦⑦⑦⑦⑦⑦
⑧⑧⑧⑧⑧⑧⑧
⑨⑨⑨⑨⑨⑨⑨

LEADER ATTRIBUTES INVENTORY
Self-Rating Form

Jerome Moss, Jr.
with the Assistance of
Qetler Jensrud, Barry Johansen, and Hallie Preskill

SECTION A

Please provide the following information about yourself:

1. Your name (please print): ______________________________
(LAST) (FIRST) (M.I.)

2. Work address: ______________________________
State: ______________ Zip Code: ______________

3. Work telephone: ( ) ______________ 4. Fax number ( ) ______________

5. The norm group to which you wish to be compared:
- ○ Vocational administrators
- ○ Vocational teacher leaders

6. Present position:
- ○ Institution-level administrator
- ○ Department-level administrator
- ○ Local or state consultant
- ○ Teacher/Counselor
- ○ Teacher educator
- ○ Other ______________

7. Years of experience in present or similar positions:
- ○ 1-3 years
- ○ 4-6 years
- ○ 7-9 years
- ○ 10-12 years
- ○ Over 12 years

8. Type of employer:
- ○ Comprehensive secondary school
- ○ Specialized secondary school
- ○ Comprehensive 2-year postsecondary institution
- ○ Specialized 2-year postsecondary institution
- ○ 4-year college/university
- ○ Local/state agency
- ○ Other ______________

9. Location of employer:
- ○ Rural
- ○ Suburban
- ○ Urban

10. Ethnic group:
- ○ African American
- ○ Asian
- ○ Hispanic
- ○ Native American
- ○ White
- ○ Other ______________

11. Gender:
- ○ Female
- ○ Male

12. Today's date: ______________

SECTION B

Thirty-seven leadership attributes and their definitions have been identified and are listed on this inventory. Reflect carefully about *each* definition. Then FILL IN the circle that best describes the extent to which the attribute currently describes you using the following scale:

① Very Undescriptive	④ Somewhat Descriptive
② Undescriptive	⑤ Descriptive
③ Somewhat Undescriptive	⑥ Very Descriptive

SECTION C

Very Undescriptive
Undescriptive
Somewhat Undescriptive
Somewhat Descriptive
Descriptive
Very Descriptive

1. *Energetic with stamina* - I approach tasks with great energy and work long hours when necessary .... ①②③④⑤⑥
2. *Insightful* - I reflect on the relationship among events and grasp the meaning of complex issues .... ①②③④⑤⑥
3. *Adaptable, open to change* - I encourage and accept suggestions and constructive criticism from coworkers, and am willing to consider modifying plans .... ①②③④⑤⑥
4. *Visionary* - I look to the future and create new ways in which the organization can prosper .... ①②③④⑤⑥
5. *Tolerant of ambiguity and complexity* - I comfortably handle vague and difficult situations where there is no simple answer or no prescribed method of proceeding .... ①②③④⑤⑥
6. *Achievement-oriented* - I show commitment to achieving goals and strive to keep improving performance .... ①②③④⑤⑥
7. *Accountable* - I hold myself answerable for work and willingly admit mistakes.... ①②③④⑤⑥
8. *Initiating* - I frequently introduce new ideas .... ①②③④⑤⑥
9. *Confident, accepting of self* - I am secure about my abilities and recognize personal shortcomings .... ①②③④⑤⑥
10. *Willing to accept responsibility* - I willingly assume higher-level duties and functions within the organization .... ①②③④⑤⑥
11. *Persistent* - I continue to act on beliefs despite unexpected difficulties .... ①②③④⑤⑥

Attributes

Very Undescriptive
Undescriptive
Somewhat Undescriptive
Somewhat Descriptive
Descriptive
Very Descriptive

12. *Enthusiastic, optimistic* - I think positively, approach new tasks with excitement, and deal with challenges as opportunities................................ ①②③④⑤⑥

13. *Tolerant of frustration* - I act calmly and patiently even when things don't go as planned..①②③④⑤⑥

14. *Dependable, reliable* - I can be counted on to follow through to get the job done...①②③④⑤⑥

15. *Courageous, risk-taker* - I willingly try out new ideas in spite of possible loss or failure ....①②③④⑤⑥

16. *Even disposition* - I display a sense of humor and a stable temperament even in stressful situations. ....①②③④⑤⑥

17. *Committed to the common good* - I work to benefit the entire organization, not just myself...①②③④⑤⑥

18. *Personal integrity* - I speak frankly and honestly and practice espoused values.....①②③④⑤⑥

19. *Intelligent with practical judgment* - I learn quickly, and know how and when to apply knowledge...①②③④⑤⑥

20. *Ethical* - I act consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny..................................①②③④⑤⑥

21. *Communication (listening, oral, written)* - I listen closely to people at work, and organize and clearly present information, both orally and in writing. ....①②③④⑤⑥

22. *Sensitivity, respect* - I show genuine concern for the feelings of others and regard for them as individuals...①②③④⑤⑥

23. *Motivating others* - I create an environment in which people want to do their best ....①②③④⑤⑥

24. *Networking* - I develop cooperative relationships within and outside of the organization..①②③④⑤⑥

25. *Planning* - In collaboration with others, I develop tactics and strategies for achieving organizational objectives. ....①②③④⑤⑥

26. *Delegating* - I appropriately and effectively assign responsibility and authority.....①②③④⑤⑥

Attributes

Very Undescriptive
Undescriptive
Somewhat Undescriptive
Somewhat Descriptive
Descriptive
Very Descriptive

27. *Organizing* - I establish effective and efficient procedures for getting work done in an orderly manner .... ①②③④⑤⑥

28. *Team-building* - I facilitate the development of cohesiveness and cooperation among the people at work............ ①②③④⑤⑥

29. *Coaching* - I help people develop knowledge and skills for their work assignments............ ①②③④⑤⑥

30. *Conflict management* - I bring conflict into the open and use it to arrive at constructive solutions .... ①②③④⑤⑥

31. *Time management* - I schedule my own work activities so that deadlines are met and work goals are accomplished in a timely manner............ ①②③④⑤⑥

32. *Stress management* - I effectively deal with the tension of high pressure work situations............ ①②③④⑤⑥

33. *Appropriate use of leadership styles* - I use a variety of approaches to influence and lead others............ ①②③④⑤⑥

34. *Ideological beliefs are appropriate to the group* - I model and demonstrate belief in the basic values of the organization............ ①②③④⑤⑥

35. *Decision-making* - I make timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions............ ①②③④⑤⑥

36. *Problem-solving* - I effectively identify, analyze, and resolve difficulties and uncertainties at work............ ①②③④⑤⑥

37. *Information management* - I identify, collect, organize, and analyze the essential information needed by the organization .... ①②③④⑤⑥

Thank you for completing this survey!

Please return the completed survey directly to . . .

Learning Experience Guide #6

Assessing Leader Attributes

Purpose

Participants will assess their leader attributes as a check on the realism of self-perceptions and as a basis for planning their development.

Behavioral Objective

Given:	The results of a *Leader Attributes Inventory (LAI)* assessment.
Behavior:	Identify the leader attributes for which differences between self-ratings and observer-ratings are worth noting.
Standard:	The differences are greater than one standard error on the observer-ratings.
Behavior:	Select the three-to-five leader attributes that should be improved during the next nine months (or duration of the program).
Standard:	The attributes selected are rated lowest by observers in relation to self-ratings, and are among those rated lowest by observers in relation to the norm group (with consideration for effect on predicted performance).

Behavior Detailing	
Process (Steps or Actions)	**Knowledge Base**
[Participants will have completed the self-rating form of the LAI *and will have had five subordinates or peers complete the observer form. The instructor will have the feedback reports.]* 1. Identify on the raw score scale the attributes on which self- and average observer-ratings differ by more than plus or minus one standard error. Do the following: a. Record those attributes with self-ratings higher than the average of observer-ratings. b. Record those attributes with self-ratings lower than the average of observer-ratings. 2. Consider the likely reason(s) for these differences and their implications. 3. Identify (using the norm-group scale) the five or six attributes that were rated *highest* by your observers. 4. Identify (using the norm group scale) the five or six attributes that were rated *lowest* by your observers. 5. Associate your relative standing in the norm group with a predicted level of leader performance. 6. Select the three-to-five attributes that should be improved during the next nine months (or duration of the program).	*[*LAI *must be obtained from and scored by the NCRVE and the feedback report prepared by the NCRVE.]* 1. Recall how to read the *LAI* raw score feedback report as follows: a. Explain the meaning of the average observer scores. b. Identify plus or minus one standard error for the average observer-rating for each attribute. c. Explain the meaning of higher self- than average of observer-ratings and lower self- than average of observer-ratings. 2. Relate quantitative raw score differences to the qualitative differences expressed by the descriptors used in the rating scale. 3. Recall how to read the *LAI* norm group scales as follows: a. Recall the composition of the norm group(s). b. State the meaning of normalized *T*-scores. c. State the meaning of standard error of measurement. d. State the meaning of percentile ranks. 4. Explain how predicted performance as a leader is related to relative standing in the norm group and the meaning of standard error of estimate. 5. Evaluate the relative importance of (a) differences between self- and average of observer-ratings, and (b) standing in the norm group (with consideration for effect on predicted performance).

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Several weeks before this class session the *facilitator* must arrange for each participant to receive and complete the *LAI* Self-Rating Form, and to have five subordinates or peers complete the *LAI* Observer-Rating Form. All instruments must be scored and the feedback reports sent to the facilitator. The facilitator will bring the feedback reports to the class session.	*LAI* feedback reports
	2. Present the purpose and behavioral objective of the lesson. Explain that identifying three-to-five attributes to be further developed will enable participants to individualize and focus many of their activities during the program. Specific leadership development plans will be formulated as a part of the *next* learning experience.	Trans.: ALA1.T
Need-To-Know Information	3. Explain how to interpret the raw-score feedback report: a. Identify the raw score report. b. Distinguish between self-ratings and the average of observer ratings. c. Identify and explain the meaning of a standard error on the average observer-rating scale. d. Relate raw score differences to the differences expressed by the descriptors in the qualitative scale. *Sample Questions:* What is the meaning of higher self than average of observer-ratings? Higher average of observer-ratings than self-ratings?	Trans.: ALA2.T
Demonstration	4. Provide examples of how to identify attributes that do (and do not) differ from average rater scores by one or more standard errors. *Sample Questions:* Which of the attributes in the examples has the greatest difference been self- and average of observer-ratings? Which attribute might you be most concerned about? Why?	Trans.: ALA2.T

Lesson Stage	Instructor Actions	Resources
Guided Practice	5. Give each participant her or his *LAI* Feedback Report. Have participants identify and record the five or six of their attributes for which their own self-score and average of observer raw scores have the greatest difference (at least one standard error). Place an asterisk next to the attribute(s) for which the average rater scores are one or more standard errors lower than the self-score. Sample Questions: How does its feel to be evaluated by others? Are their ratings realistic? Why do these differences exist? What do you think should be done about these attributes?	
Need-To-Know Information	6. Explain how to interpret the norm-group feedback report: a. Identify the norm-group report. b. Explain the meaning of normalized standard scores. c. Explain the meaning of standard error of measurement. d. Interpret percentile ranks. e. Relate norm group scores to predicted performance levels.	Trans.: ALA3.T
Demonstration	7. Provide examples of average of observer scores on the norm-group report. Show the relationship of the norm-group standings to predicted performance levels.	Trans.: ALA4.T
Guided Practice	8. Have participants identify and record five or six of their attributes that have the highest and lowest standing relative to the norm group. 9. Record, next to the five or six attributes with the lowest norm group scores, their likely impact on predicted performance level.	

Lesson Stage	Instructor Actions	Resources
Unguided Practice	10. Give participants the out-of-class written assignment: Given information about a. how self-perceptions of your leader attributes differ from the average perceptions of your observers, and b. the standing of your attributes (per observers) in relation to a norm group (with their predicted levels of performance), select three-to-five attributes that you believe have the greatest need for attention during the next nine months (or program duration). Provide data about differences in perception, relative standing, and predicted performance. Justify your selection of attributes.	Handout: ALA1.H
Evaluation	11. Review each participant's completed assignment. Use as criteria consistency of the attribute selection with the data.	
Feedback	12. Return papers with written comments on each. Provide verbal feedback to the group to remedy any common misconceptions.	
	[Estimated In-Class Time: 1 hour] [Estimated Out-of-Class Time: 2 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	4 transparencies (ALA1-4.T)
Handouts:	*Out-of-Class Assignment: Assessing Leader Attributes* (ALA1.H)

B. Materials to be secured by the client

LAI Feedback Report for each participant. (Cost is included in the price of each set of *LAI* materials.)

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies
1 distribution of *Out-of-Class Assignment: Assessing Leader Attributes* (ALA1.H)

Supplemental Reading

Moss, J., Jr., Finch, C. R., Lambrecht, J. J., & Jensrud, Q. (1994). Leader Attributes Inventory *manual* (MDS-730). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Notes for Presentation of Rationale

A. Reasons for the Learning Experience

1. The purpose of this learning experience is to have participants check the realism of their perceived leader attributes, and to provide a basis for planning to develop a few selected leader attributes.

2. The relevant questions are as follows:

   a. Do the persons who work closely with me rate my leader attributes the same as I do?

   b. What attributes do they rate higher or lower than I do?

   c. What does this mean for developing my attributes?

   d. How do the persons who work closely with me rate my leader attributes in relation to a norm group of vocational administrators or teacher-leaders?

   e. If I aspire to a vocational leadership position, what attributes should I begin to strengthen?

   f. Given my present level of attributes, what is my predicted level of leadership performance? How urgent is the need for attribute development?

   g. What three-to-five leader attributes should I improve during the next nine months (or duration of the program)?

3. The identification of three-to-five attributes to be further developed will enable participants to personalize some of the course assignments.

4. A plan for developing the selected attributes will also be formulated by each participant as a part of the next learning experience. Participants will be required to carry out their plans during the program as a special out-of-class assignment and to evaluate results by the end of the program.

B. Present the Purpose and Behavioral Objective.

Given:	The results of a *LAI* assessment.
Behavior:	Identify the leader attributes for which differences between self- and observer-ratings are worth noting.
Standard:	The differences are greater than one standard error on the observer-ratings.
Behavior:	Select the three-to-five leader attributes that should be improved during the next nine months (or duration of the program).
Standard:	The attributes selected are among those rated lowest by observers in relation to self-ratings, and are among those rated lowest by observers in relation to the norm group (with consideration for effect on predicted performance).

Notes for Presentation of Need-To-Know Information

A. Interpreting the Raw Score Feedback Report (see ALA2.T)

1. This report compares self-ratings with observer-ratings on each attribute and on the average rating of all 37 attributes.

2. The average observer-rating score and the self-rating score are in raw score form as contained in the *LAI*: 1 means *Very Undescriptive*; 2 is *Undescriptive*; 3 is *Somewhat Undescriptive*; 4 is *Somewhat Descriptive*; 5 is *Descriptive*; 6 is *Very Descriptive*. The higher the rating, the better the desirable attribute describes the ratee.

3. Each average observer-rating score shown on the feedback report is the *mean* of the ratings of three-to-five individual observers who returned completed *LAI* forms. If fewer than three observers completed the *LAI*, an average observer score is not shown on the feedback report.

4. The standard error of the mean of the three-to-five individual observer-ratings for each attribute is shown as a line through the average observer-rating. The standard error is a measure of the uncertainty of the precision of the mean rating of the three-to-five individual observers actually used. Sixty-eight percent of the mean ratings of all possible sets of three-to-five raters who know you well and who rate you on each attribute will fall within plus and minus one standard error. If the self-rating is higher or lower than plus or minus one standard error from the average observer rating, then the difference between the average observer- and self-ratings should be worth noting.

5. Also note that differences between average observer- and self-ratings can be interpreted in terms of the descriptors used on the *LAI* scale. A difference of one or more points means raters and ratees have different qualitative perceptions of the extent to which the attribute is possessed (e.g., descriptive vs. very descriptive).

6. Sample questions: What is the meaning of higher self- than average of observer-ratings? Higher average of observer-ratings than self-ratings?

B. Carry out the next two steps—demonstration and guided practice—as shown in the lesson delivery plan.

C. Interpreting the Norm Group Feedback Report

1. The two norm (comparison) groups consist of approximately 380 vocational administrators and 170 teacher leaders from technical colleges, community colleges, and secondary vocational schools (e.g., presidents, deans, directors, principals). These purposive samples were drawn from 12 states. The states were as follows: Arkansas, Colorado, Florida, Georgia, Illinois, Iowa, Maryland, Ohio, Oklahoma, Oregon, Tennessee, and Wisconsin.

2. The raw scores of the average of observer-ratings of norm group members on each attribute and the average score of all 37 attributes were converted to normalized *T*-scores. This means that the distribution of the *T*-score scale is bell-shaped with a mean of 50 and a standard deviation (average deviation around the mean) of 10. Approximately 68% of the average observer scores on each attribute fall between 40

and 60 on the *T*-scale. About 98% of the scores on each attribute fall between 30 and 70.

3. The line through the average of observer-rating on each attribute (and the average of all 37 attributes) shows the standard error of that average observer-rating. The standard error is a measure of uncertainty of the mean rating of the set of three-to-five observers actually used. More precisely, if a large number of sets of three-to-five observers who knew you well were used, in 68% of the cases their average rating would fall between plus and minus one standard error. Consequently, instead of thinking about *an* average observer-rating for an attribute, it is more accurate to think of a *range* of average observer-ratings for each attribute—the range shown by the line representing the standard error. One use of the standard error is to see whether the line representing plus or minus one standard error on a given attribute crosses the *T*-score of 50 (the mean) of the norm-group ratings on that attribute. If it does, the observer *T*-score rating may be considered average in the norm group; if not, the observer-rating is either above or below the mean of the norm group.

4. Below the *T*-score scale there is a percentile scale. Each *T*-score (and each range of *T*-scores) has an equivalent percentile value. The percentile value of a *T*-score indicates the proportion of individuals in the norm group who scored at or below that *T*-score. For example, if Shandra has a *T*-score equivalent to the 90 percentile, then 90% of the individuals in the norm group have scores equal to or lower than Shandra. More appropriately, if the standard error of Shandra's *T*-score represents a range equivalent to the 85 to 93 percentiles, then it might be assumed that between 85 and 93% of the individuals in the norm group have scores equal to or less than Shandra's on the attribute.

E. Interpreting the Predicted Level of Performance (see ALA4.T)

1. The *Leader Effectiveness Index* (*LEI*) is an instrument that assesses the effectiveness of the leader's performance. Each observer in the norm group who completed the *LAI* also completed an *LEI* about the same individual. The average score of the observers on all 37 attributes in the *LAI* and the average ratings of the same observers on the six items in the *LEI* were converted to normalized *T*-scores and then the two average scores were correlated. The result was a correlation coefficient of .86 for the administrator norm group and .79 for the teacher-leader norm group. Thus, given an average *LAI* score, it is feasible to predict *LEI* scores (leader effectiveness).

2. The predicted level of leader performance (*LEI* average score) is not precise. Because the correlation coefficient is not 1.00, the prediction has a standard error of estimate. Given a particular coefficient (less than 1.00), the standard error of estimate can be calculated to determine the margin of error to be expected in the prediction. The higher the correlation coefficient, the lower the standard error of estimate.

3. Each participant's average observer-ratings of all 37 attributes was used to predict her or his average *LEI* score. The resulting predicted leader performance score plus or minus the standard error of estimate, is shown in the feedback report. Use this range when interpreting the meaning of the average *LAI* rating in terms of the predicted *LEI* score descriptors.

Assessing Leader Attributes

Purpose: Participants will assess their leader attributes as a check on the realism of self-perceptions and as a basis for planning their development.

Behavioral Objective:

Given: The results of a *Leader Attribute Inventory* (*LAI*) assessment.

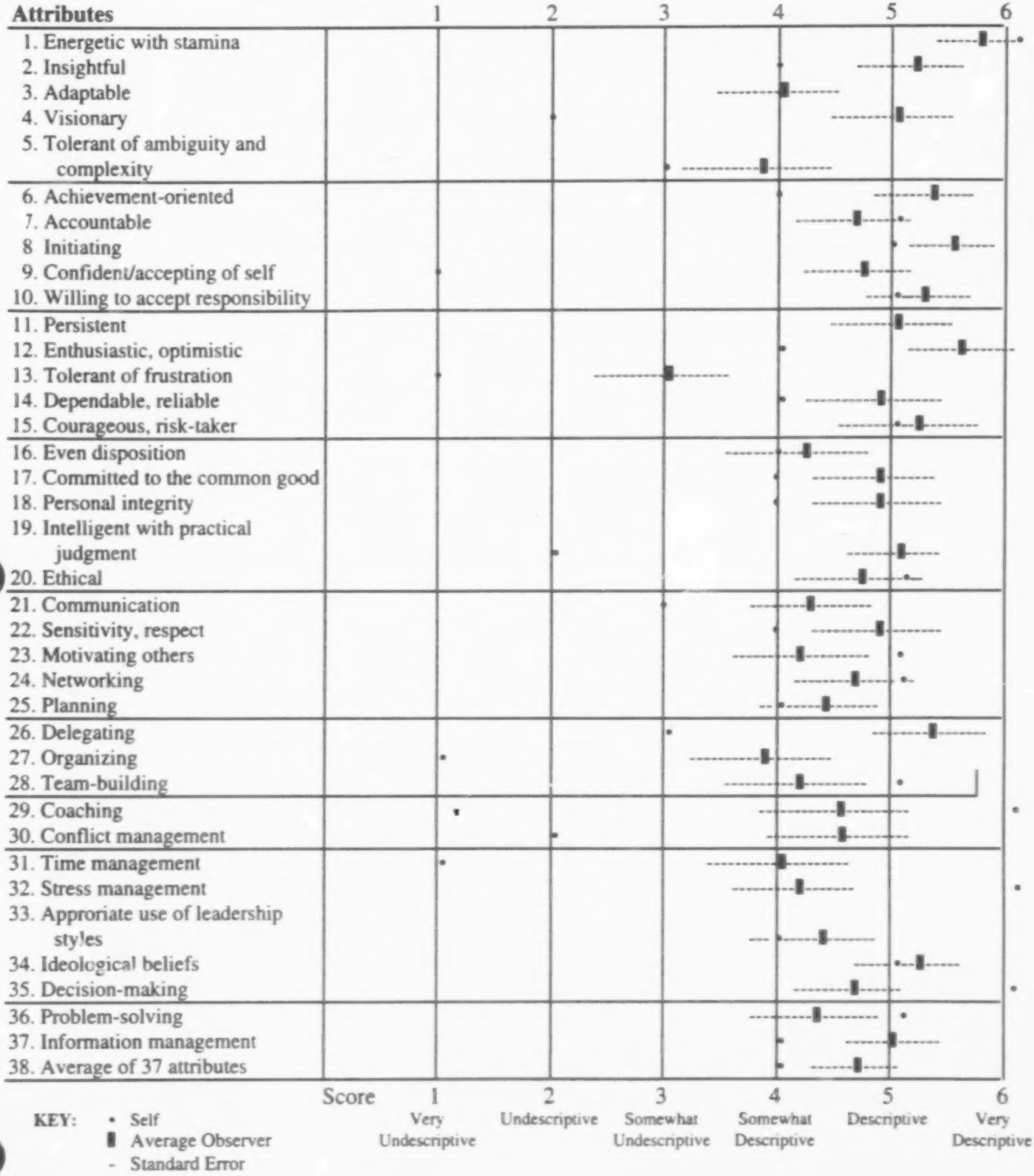
Behavior: Identify the leader attributes for which differences between self- and observer-ratings are worth noting.

Standard: The differences are greater than one standard error on the observer-ratings.

Behavior: Select the three to five leader attributes that should be improved during the next nine months (or duration of the program).

Standard: The attributes selected are rated lowest by observers in relation to self-ratings, and are among those rated lowest by observers in relation to the norm group (with consideration for effect on predicted performance).

Chart 1
Comparing Self-Ratings with the Average of Observer-Ratings
(Raw Scores)



ALA2.T

Chart 2
Comparing Average Observer-Ratings with the Vocational Administration Norm Group
(Normalized *T*-scores)

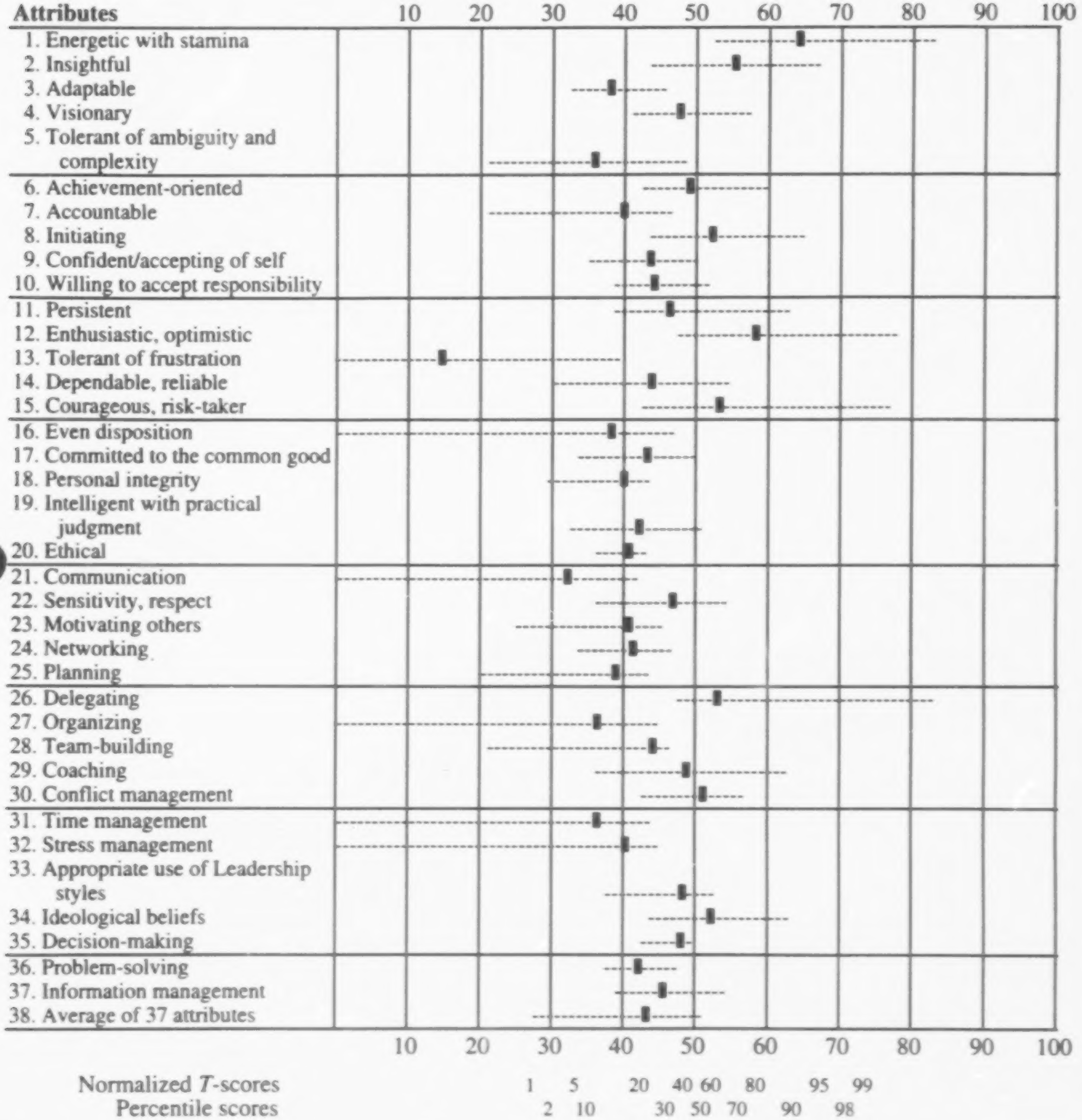
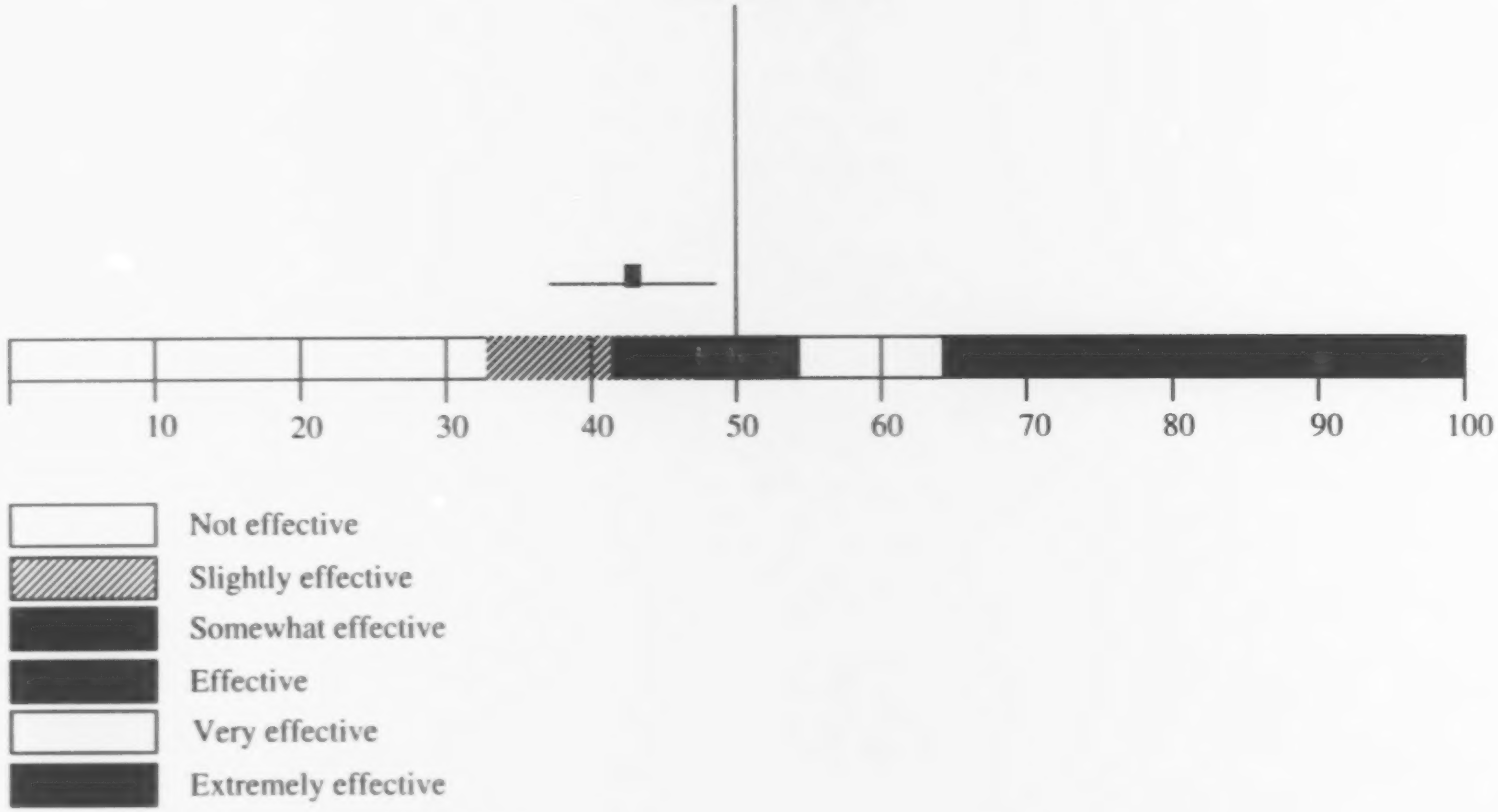


Chart 3
Predicted Level of Leadership Effectiveness*
Vocational Administration Norm Group
(Normalized *T*-scores)



* Based upon average *LAI* observer-ratings

Out-of-Class Assignment

Assessing Leader Attributes

Given your *LAI* feedback report containing information about

1. how self-perceptions of your leader attributes differ from the average perceptions of your observers.

2. the standing of your attributes (per observers) in relation to a norm group.

3. implications for predicted levels of performance.

Select three-to-five attributes that you believe have the greatest need for attention during the next nine months (or program duration).

Provide data about differences in perception, relative standing, and predicted performance to justify your selection of attributes.

Learning Experience Guide #7

Assessing Personality Type*

Purpose

Participants will better understand their own and others' personality types and preferences, improve confidence and self-acceptance, and deepen sensitivity and respect for others. They will learn how to work with diverse strengths and approaches in leadership situations and communication processes.

Behavioral Objective

Given:	The results of the Myers-Briggs Type Indicator (MBTI).
Behavior:	Identify the effective and ineffective characteristics of your own and others' personality types, and apply this knowledge to engage in behaviors that will result in both your and their increased effectiveness.
Standard:	The behavior modification produced a more effective working relationship.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Identify the MBTI types of individuals in situations. 2. Appreciate the contributions each type brings to a group, and modify your behavior to allow other types to engage in effective behaviors (of their type). 3. Identify the times when another behavior type is being ineffective, and engage in an effective behavior of your type to keep the group process effectual.	1. Recall MBTI types. 2. Recall effective and ineffective behaviors of each type. 3. Recall the importance of diversity.

* This learning experience should be facilitated by a trained consultant who is qualified to obtain the necessary materials and interpret the results of MBTI. Read the Guidelines (Appendix A) which were published with one of the MBTI's publications. Participants will have completed and scored the MBTI (recommended form is the self-scoring Form G), and will have a copy of *Introduction to Type in Organizations*, an individual interpretive guide, prior to the learning experience.

Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present information about the *Benefits of the MBTI to the Individual* in an organizational setting.	Trans.: AP1.T
	2. Present the purpose and behavioral objective of this learning experience.	AP2.T
Need-To-Know Information	3. Lecture on interpreting MBTI preferences: a. Preference scales b. Comparison of each scale c. Dominant and auxiliary functions d. Help participants identify their dominant functions	Trans.: AP3-7.T Guide: pp. 8 & 9
	4. Discuss how different combinations of preferences yield additional characteristics.	
Demonstration & Guided Practice	5. Break the participants into pairs. Ask participants to describe a relationship they have with a colleague or friend whom they believe to be a different MBTI type. How are they different, and how do these differences surface in their relationship?	Trans.: AP8-11.T Summarize Keirsey & Bates (1984)
	6. Break the participants into small groups (approximately four per group). Hand out group profile transparencies (one for each group). Ask participants to map their types on the transparencies, with each participant using a different colored marker. Using the booklet as a reference for information on each type, discuss the following questions: a. In what areas or processes will you be likely to agree and disagree as a group? b. How might your differences be seen as a strength? c. How might your similarities be seen as a negative factor? d. How will you complement each other? e. What pitfalls might your group be prone to? f. What will be your overall strengths? g. If you could choose an additional member, what type would most benefit your group? Ask one person from each small group to present a summary of their discussions, and allow for additional discussion from the large group. (See Appendix B for an example of a group profile and its discussion.)	Trans.: AP12.T

Lesson Stage	Instructor Actions	Resources
Need-To-Know Information	7. Lecture on the importance of diversity and the MBTI Problem-Solving Model.	Trans.: AP13.T
	8. Present information about diverse approaches to problem-solving.	Guide: p. 32
Demonstration & Guided Practice	9. Break the participants into small groups (approximately four per group). Have participants elect a member who will take notes and present a summary to the large group. Ask the groups to solve a simple problem such as How should we organize a potluck dinner for the large group (5-10 minutes)? Then ask participants to analyze their process based on each member's dominant functions: a. Were all functions represented? b. Did members' approaches tend to be illustrative of their dominant functions? c. Knowing each other's types, could the group design a more effective process? d. Ask the groups to present a summary of their discussion to the large group.	
Need-To-Know Information	10. Hand out the 4 *Temperament in Leading* handouts. Lecture on the 4 leadership profiles, how leaders tend to plan and act in a manner consistent with their MBTI profile, and the importance of knowing oneself and knowing others, which helps to maximize abilities and overcome pitfalls.	Trans.: AP1-4.H

Lesson Stage	Instructor Actions	Resources
Demonstration & Guided Practice	11. Hand out the *MBTI Self Situational Effectiveness* sheets. Ask participants to think about a situation in which they played a leadership role, and answer the questions on the sheet. Form groups of participants with similar types (i.e., SJ, SP, NT, NF), and appoint a recorder. Have groups discuss the information on the *MBTI Self Situational Effectiveness* sheets. Ask groups to summarize and list the behaviors that were effective and ineffective. Ask members to evaluate whether or not the behaviors are typical of their type and throw out atypical behaviors. Bring the groups back together. Have each group state their type and effective and ineffective behaviors.	Handout: AP1.W
Unguided Practice	12. Ask participants to observe a leader in their work environment, fill out a *MBTI Leader Effectiveness* sheet, and then guess the leader's MBTI type.	Handout: AP2.W
Evaluation	13. Have participants hand in their *MBTI Leader Effectiveness* sheets and critique them on whether or not the type is consistent with the observations noted.	
Feedback	14. Hand back the critiques with comments.	
	[Estimated In-Class Time: 3 hours First Session: 2 hours Reporting Session: 1 hour] [Estimated Out-of-Class Time: 2 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 17 transparencies (AP1-17.T)

Handouts:
Temperament in Leading (AP1-4.H)
MBTI Self-Situational Effectiveness (AP1.W)
MBTI Leader Effectiveness (AP2.W)
MBTI Guidelines (Appendix A)
Example of MBTI Application in Group Settings (Appendix B)

B. Materials to be secured by the client

Hirsh, S., & Kummerow, J. (1990). *Introduction to type in organizations: Individual interpretive guide* (2nd ed.). Gainesville, FL: Consulting Psychologists Press. [Center for Applications of Psychological Type (CAPT), 2720 N.W. 6th Street, Gainesville, FL 23609, (800) 777-2278.]

MBTI Form G: 1 for each student (order from the above address)

Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Company.

C. Equipment needed

Overhead projector
Blackboard or flipchart
Colored transparency markers

D. Material preparation

1 set of transparencies (AP1-17.T)
1 distribution of 4 handouts on temperament (AP1-4.H)
Transparencies for Group Profile activity (AP12.T)
1 distribution of *MBTI Self-Situational Effectiveness* (AP1.W)
1 distribution of *MBTI Leader Effectiveness* (AP2.W)

Supplemental Readings

Hirsh, S. (1991). *Using the Myers-Briggs type indicator in organizations: Workshop Leader's guide* (2nd ed.). Palo Alto, CA: Consulting Psychologists Press.

Hirsh, S., & Kummerow, J. (1989). *LIFEtypes*. New York, NY: Warner Books.

Hirsh, S., & Kummerow, J. (1990). *Introduction to type in organizations: Individual interpretive guide* (2nd ed.). Gainesville, FL: Consulting Psychologists Press.

Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Company.

Lawrence, G. (1982). *People type and tiger stripes: A practical guide to learning styles* (2nd ed.). Gainesville, FL: Center for Applications of Psychological Type.

Myers, I. B. (1980). *Gifts differing*. Palo Alto, CA: Consulting Psychologists Press.

Myers, I. B., & McCaulley, M. H. (1985). *Manual: A guide to the development of the Myers-Briggs Type Indicators*. Palo Alto, CA: Consulting Psychologists Press.

Notes for Presentation of the Rationale

A. The *Myers-Briggs Type Indicator* (MBTI) has been employed as a tool for many years by public and private organizations. In general, the MBTI functions as a tool that helps people in organizations to (1) understand themselves and their behaviors, (2) appreciate others so as to make constructive use of individual differences, and (3) recognize that approaching problems in different ways can be healthy and productive.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will better understand their own and others' personality types and preferences, improve confidence and self-acceptance, and deepen sensitivity and respect for others. They will learn how to work with diverse strengths and approaches in leadership situations and communication processes.
Given:	The results of the Myers-Briggs Type Indicator (MBTI).
Behavior:	Identify the effective and ineffective characteristics of your own and others' personality types, and apply this knowledge to engage in behaviors that will result in both your and their increased effectiveness.
Standard:	The behavior modification produced a more effective working relationship.

Notes for Presentation of Need-To-Know Information

The MBTI, developed by Myers and Briggs, is based on the work of Carl G. Jung, a Swiss psychiatrist who had studied people's personalities by looking at eight personality preferences that all people use at different times. These eight preferences are organized into four bipolar scales. The MBTI Indicator identifies the four preferences that are most like the individual completing the instrument (one from each scale) and combines them into what is called a "type."

In order for an individual to most effectively use the results, it is important to recognize that the MBTI (1) describes rather than prescribes; (2) describes preferences, not skills or abilities; (3) states that all preferences are equally important; (4) is well documented and researched; and (5) has a user's organization dedicated to its continued research and development.

Knowledge of MBTI types has a direct application to communication processes such as problem-solving. Team members with different styles bring diverse approaches that can hinder and/or help create effective communication processes. Awareness of that diversity enables team-leaders and members to capitalize effectively on members' strengths.

Appendix A

MBTI Guidelines

The three guidelines that follow are intended to help you be as effective as possible in using the MBTI with groups.

Guideline 1: Prepare Thoroughly

To make most effective use of the MBTI and this guide, you should have background in theory on which the MBTI is based. Inadequate preparation is unethical and unprofessional, and can be detrimental to the participants because you may convey inaccurate information.

The publisher of the MBTI, Consulting Psychologists Press, Inc. (CPP), states its policy regarding purchaser qualifications in its catalog:

> Tests marketed with the letter "B" [the MBTI is a "B"-level instrument] require that, as a minimum, the purchaser has satisfactorily completed a course in the interpretation of psychological tests and measurement at an accredited college or university. If the purchaser has not completed such coursework, other factors may be used to determine eligibility.

The Center for Applications of Psychological Type (CAPT), Oxford Psychologists Press, Psychometrics Canada, and other international publishers have a similar requirement for the purchase of MBTI materials and use of their test scoring services. Equivalent documented training such as a graduate degree in an appropriate area, a license or certificate from a professional group, or a Qualifying Workshop approved by CPP may also be considered (see Reproducible Master [RM] 1, *Qualifying Workshops*).

Qualifying Workshops are offered in many locations. After passing an exam at the end of the workshop, the individual is recommended to the publisher, CPP, as having equivalent documented training. The publisher must approve the qualifications before the individual is eligible to purchase, administer, and interpret the MBTI. (See RM 2, *Qualifying Workshop*, for more information.)

To be ethical and professional users of the MBTI, we must continually update our understanding of the indicator and our skill in interpreting it. The following are some excellent resources for that purpose:

- *Manual: A Guide to the Development and Use of the Myers-Briggs Type Indicator*, by Isabel Briggs Myers and Mary H. McCaulley, especially Chapter 1, pages 1-5; Chapter 2, pages 6-10; Chapter 3, pages 11-19; Chapter 5, pages 52-58; Chapter 9, pages 140-163; and Appendix A, pages 224-226.
- *Gifts Differing* (1st ed.), by Isabel Briggs Myers, especially the Publisher's Foreword; the Preface; and Chapters 1, 2, 4, 6, and 7.

  Introduction to Type in Organizations: *Individual Interpretative Guide* (2nd ed.), by Sandra Krebs Hirsh and Jean M. Kummerow.
- *LIFETypes*, by Sandra Krebs Hirsh and Jean M. Kummerow.
- Other extremely beneficial readings include *Psychological Types*, by Carl Jung; *Jung's Theory of Psychological Types and The Myers-Briggs Type Indicator*, by Mary

McCaulley; *Please Understand Me*, by David Keirsey and Marilyn Bates; *Type Talk*, by Otto Kroeger and Janet Thuesen; and other resources listed in the Bibliography of this guide.

Before working with an organization, it may be worthwhile to practice a group interpretation of the MBTI in a low-risk setting with friends or colleagues, or to cofacilitate a workshop with an experienced MBTI professional. When you feel comfortable with group interpretations, lead a workshop on your own with an experienced person serving as your coach. This preparation will enhance your role as an MBTI professional.

In the 1962 MBTI *Manual*, Isabel Myers stated that it is difficult to specify a particular set of qualifications for the Indicator as it may be employed in many different contexts requiring different knowledge and skills. She added that not every person should use it—only those people with "a practical working knowledge of the uses and limitations of such measurement devices . . . a pioneer make-up . . . a curiosity . . . and a detective instinct . . . to following up whatever clues it presents to problems in one's particular field" (p. 6) should administer, interpret, and train others on the MBTI.

Guideline 2: Adhere to Ethical Guidelines

There are some important ethical considerations to keep in mind when using the MBTI with groups, especially the participants' place of employment:

- Taking the MBTI should be *voluntary*. No one should feel that she or he must complete the MBTI in order to participate in a workshop. Pressuring people to take the MBTI is unethical and unprofessional—it can affect results of the MBTI, the climate of the workshop, and the trainer-participant relationship.

  Some people regard tests suspiciously and are even more wary of personality or psychological tests. There are many reasons for this: (1) they took a "test" before as part of a training seminar and the results were unpleasant, pejorative, shared with everyone else, or used to identify some way in which they deviated from what was desired; (2) they feel their personal lives are nobody's business; (3) they dislike being labeled with a particular psychological term; or (4) they do not want their organization to obtain private information about them, particularly when the nature and use of that information is unknown or unclear to them. These are all valid concerns.

  When the MBTI is a part of a *required* workshop, you can allow those people who have chosen not to take it the opportunity to participate in any of the exercises with a group of their own choosing. I take care not to call attention to those participants. When they become aware of the nonjudgmental nature of the MBTI, some may choose to take the MBTI after all. For this reason, I keep extra *Self-Scorable Form G* question booklets and answer sheets available. (Remember, it is important to caution those who take the MBTI *after* they have heard an interpretation that they need to take special care to answer as honestly as possible.)

- MBTI results should be treated as a *working hypothesis* rather than an established fact. It is the individual's responsibility to determine his or her "true" type. For example, Jean Kummerow (1988) reported in an article entitled "A Methodology for Verifying Your Type" that, in retail banking and manufacturing settings, *if* there is a difference between true type and MBTI results, peoples' "best fit" type tends more often to be *Introversion* when their MBTI results indicate a preference for *Extroversion*; *Feeling* when their results indicate *Thinking*; and *Perception* when their results indicate *Judgment*. This has been my experience as well. My method to help determine actual or "best fit" type is described in Exercises 4A, *Predicting Preferences from Verbal Descriptions*, and 4B, *Predicting Preferences Using Introduction to Type in Organizations*.

Individuals should have the final say about the type they believe best describes them. It is important that participants have ample time, opportunity, and help in verifying their own preferences and the concept of psychological type. Keep in mind that the MBTI is meant to be used descriptively, not *pre*scriptively.

Resist telling participants that they *behave* in a certain way because they *are* a certain type. While type can and does explain some behavior, it does not account for behavior in all situations. Remember the *I* in *MBTI* stands for *Indicator*. Its purpose is to indicate the direction of an individual's preferences.

- Most workshops in organizational settings are not intended to be personal therapy sessions. Occasionally, however, an individual may require additional help beyond the objectives or focus of the workshop. Be prepared in advance to refer those people to internal employee assistance counselors or outside therapists who are competent to interpret the MBTI and whose professionalism you trust. This may take some effort if you are conducting the workshop in another city, but it is a necessary precaution.
- Be mindful of giving equal time and weight to the descriptions of the eight preferences and the sixteen personality types. It is all too easy to describe your own preferences at length and the preferences of others more quickly and with less enthusiasm.
- Finally, beware of typecasting or stereotyping. Personality type theory is useful and helpful. It aids us in understanding our own and other's behavior. However, there are other factors besides personality type that can account for the differences we see in others.

Guideline 3: Maintain Confidentiality

Be aware that participants are sensitive about their MBTI results. They may be concerned about sharing their type preferences publicly. Assure individuals that their MBTI results are *confidential*. I do not give MBTI data to anyone other than the individual workshop participants, unless I have permission or an agreement that the data can be reported in aggregate form.

As a professional, it is important that you make arrangements with each organization to ensure that the MBTI results will be used for purposes that you believe are legitimate. This advance work with the organization helps to build trust. The following suggestions can help you accomplish this task:

- Check with the organization to be sure that you, as the MBTI professional, have control over the data. I do not report any individual's MBTI data to an organizational unit. I *have* used, with prior permission, type tables with aggregate data (e.g., the group had three Extroverts and six Introverts).
- Allow people to use a false name or a random number on their answer sheets when they are concerned about confidentiality.
- An additional method for assuring confidentiality is to have participants complete the MBTI and score it themselves. This allows participants to have control of their type data. The downside for the trainer is that it is difficult to pre-plan the workshop without participants' types in mind.

- When possible, ask the manager, supervisor, or another highly regarded person to open the workshop, assure confidentiality, and describe how the MBTI was personally useful. When organizational leaders share information about themselves and their experiences with type, it adds credibility to your endeavors.

Trainers have often asked how they can ensure confidentiality if people are grouped for exercises by preference or by type. I address this concern by explicitly stating in the directions for such exercises that participants choose a group that matches their type *or* a group whose preferences are of interest to them. That way no one knows for sure if all the participants in an ISTJ group, for example, are in fact ISTJs. This allows participants to share as much or as little of their data as they are comfortable sharing. While this may complicate the organization of some activities, it is worth the extra effort.

Appendix B

Example of MBTI Application in Group Setting

Sample *Group Profile* with explanation:

In this example of a four-person profile, several group dynamics become possibilities. Most notable is that all members are "I"s, which means that people are more likely to process information internally, may have difficulty expressing themselves readily, and are not as likely to speak up when they have differences.

With three members being "N"s, and only one an S, details are likely to go unnoticed, and conversations among the "N"s will feel disjointed and difficult to follow for the S. Combined with the fact that all are "I"s, the S may feel left out in conversations, and may not feel comfortable raising this issue.

The balance represented in the T/F and J/P, with two group members in each area, will evidence itself in balanced and effective decision-making and problem-solving in this group. There is sufficient representation of objective and subjective approaches (T/F). While there may be conflict between wanting closure by making a decision and moving on and wanting to hold off decisions to gather more information (J/P), this tension will result in a carefully considered decision.

Adding an E to this group would improve its ability to be "out there" with its processes.

E *stands for* **EXTRAVERSION**

I *stands for* **INTROVERSION**

S *stands for* **SENSING**

N *stands for* **INTUITION**

T *stands for* **THINKING**

F *stands for* **FEELING**

J *stands for* **JUDGING**

P *stands for* **PERCEPTION**

Benefits of the MBTI® to the Individual

The MBTI

- provides a straightforward and affirmative path to self-understanding.
- offers a logical model of consistent human behavior.
- emphasizes the value of diversity.
- clarifies the fit between a person and a job.
- builds an objective framework for examining emotional issues.
- provides a way to improve communication patterns.
- helps identify sources of conflict.
- aids people in valuing their unique contributions.
- can be useful in self-management and interpersonal skill areas.
- helps restore vitality and reduce stress.
- improves motivation and commitment.
- provides a dynamic theory on which one can build personal strategies.

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Assessing Personality Type

Purpose: Participants will better understand their own and others' personality types and preferences, improve confidence and self-acceptance, and deepen sensitivity and respect for others. They will learn how to work with diverse strengths and approaches in leadership situations and communication processes.

Behavioral Objective:

Given: The results of the MBTI.

Behavior: Identify the effective and ineffective characteristics of your own and others' personality types, and apply this knowledge to engage in behaviors that will result in both your and their increased effectiveness.

Standard: The behavior modification produced a more effective working relationship.

Preference Scales

Extraversion -------------- **I**ntroversion

Sensing -------------- I**n**tuition

Thinking -------------- **F**eeling

Judgment -------------- **P**erception

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Comparison of Extraversion and Introversion

E ———+——— I

Energy

Directed outward toward people and things.	Directed inward toward concepts and ideas.

Focus

Change the world	Understand the world
Relaxed and confident	Reserved and questioning
Understandable and accessible	Subtle and impenetrable

Orientation

Afterthinkers	Forethinkers

Work Environment

Seeks variety and action.	Seeks quiet for concentration.
Wants to be with others.	Wants time to be alone.
Prefers interests that have breadth.	Prefers interests that have depth.

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Comparison of Sensing and Intuition

S ————+———— N

Mode of Perception

Five senses— (reliance on experience and actual data)	"Sixth sense"— (reliance on possibilities and inspiration)

Focus

Practicality	Innovation
Reality	Expectation
Present enjoyment	Future achievement

Orientation

Live life as it is	Change, rearrange life

Work Environment

Prefers using learned skills	Prefers adding new skills
Pays attention to details	Looks at "big picture"
Makes few factual errors	Identifies complex patterns

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Comparison of Thinking and Feeling

T ————+———— **F**

Mode of Decision-Making

Decisions based on the logic of the situation	Decisions based on human values and needs

Focus

Things	People
Truth	Tact
Principles	Harmony

Orientation

Solves problems	Supports others

Work Environment

Is brief and businesslike	Is naturally friendly
Acts impersonally	Acts personally
Treats others fairly	Treats others uniquely

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Comparison of Judgment and Perception

Lifestyle

Planner	Spontaneous

Focus

Decisive	Curious
Self-regimented	Flexible
Purposeful	Adaptable

Orientation

Exacting	Tolerant

Work Environment

Focuses on completing task	Focuses on starting tasks
Makes decisions quickly	Postpones decisions
Wants only the essentials of the job	Wants to find out about the job

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Myers-Briggs Temperaments*

SJ

- Traditionalists, pillars of society
- Like to belong, to be useful
- Community-oriented
- Caregivers
- Good planners
- Practical, good common sense
- Appreciate history
- Change may be difficult
- Seldom bored, even-keeled
- Gift-giving is important
- "Be prepared" (Murphy's law)
- Product-oriented

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*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.

Myers-Briggs Temperaments*

SP

- Troubleshooters, negotiators
- Optimistic
- Spontaneous, playful
- Spenders
- Now-oriented
- Like surprises
- Work well in crisis
- Easily bored, like variety
- Generous; gifts are creative
- Process-oriented

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*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.

Myers-Briggs Temperaments*

NT

- Rare (12% of population), so may feel different
- Seek intellectual pursuits
- Visionaries, inventors, researchers
- Perfectionists
- Self-critical
- Communication is terse, logical
- Focus on future, change
- Focus more on things rather than feelings
- Do not thrive on conflict
- May be difficult to get to know
- Have few possessions, few traditions

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*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.

Myers-Briggs Temperaments*

NF

- Catalysts, energizers
- Search for meaning
- Want to "make a difference"
- Focused on relationships, possibilities
- Future-oriented
- Pride selves on being sensitive, caring
- Generous, symbolic gifts
- Enthusiasm followed by disappointment
- May be rescuers

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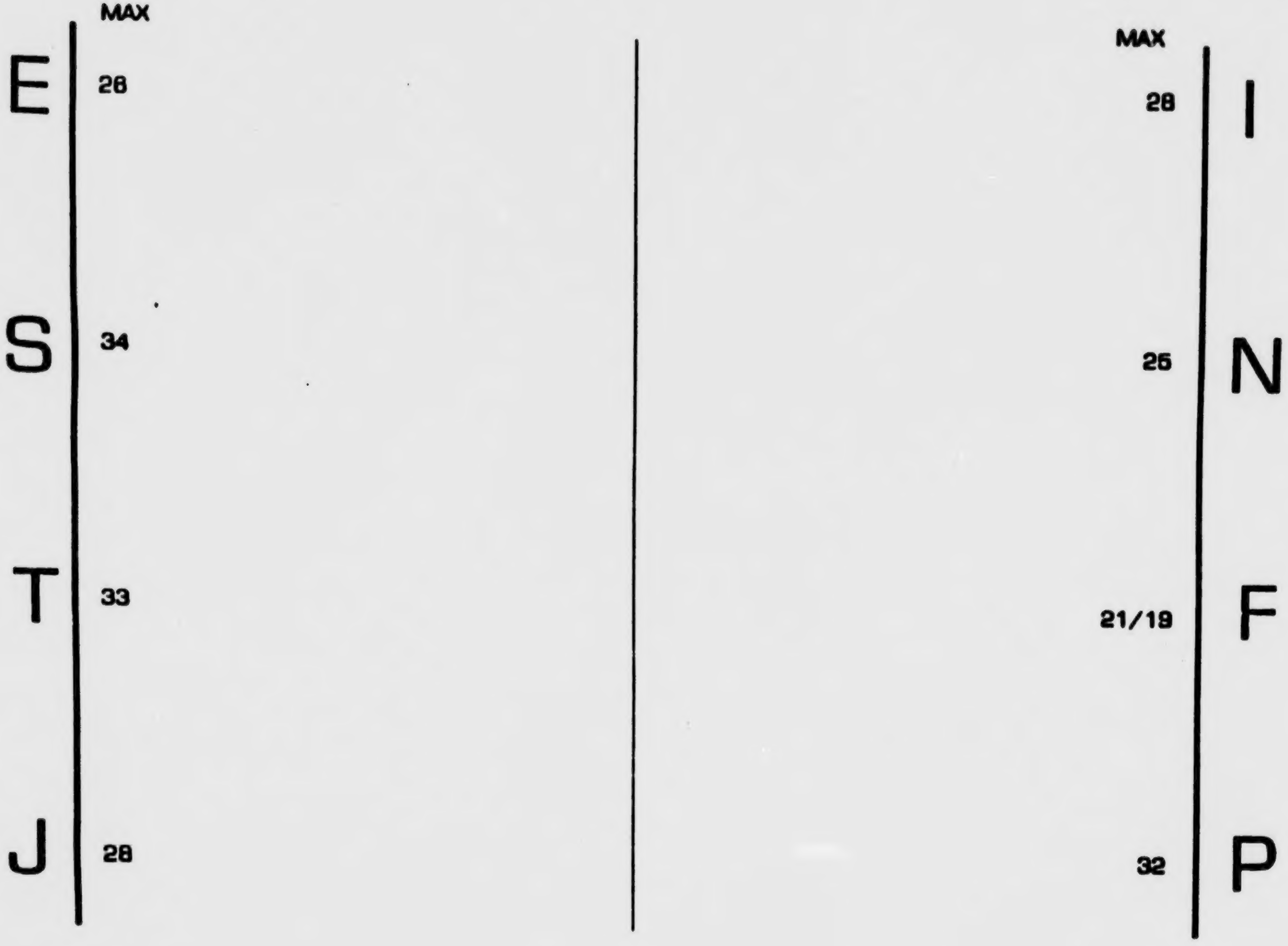
*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.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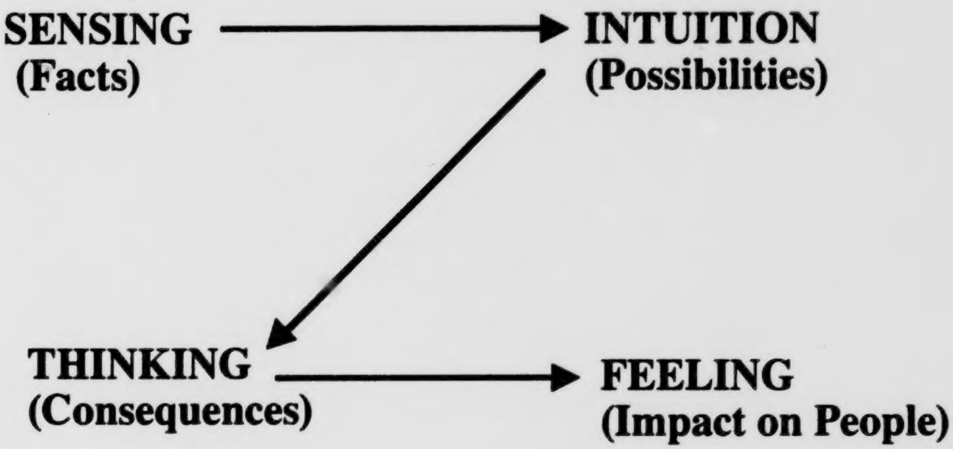
MBTI - Form G

MBTI
Problem-Solving Model



SENSING
(Facts)

INTUITION
(Possibilities)

THINKING
(Consequences)

FEELING
(Impact on People)

Model from Lawrence, G. (1982). *People type and tiger stripes: A practical guide to learning styles* (2nd ed.) (p. 58). Gainesville, FL: Center for Applications of Psychological Type.

Hirsh, S. (1991). *Using the Myers-Briggs type indicator in organizations: Workshop leaders guide* (2nd ed.). Palo Alto, CA: Consulting Psychologists Press. Permission is hereby granted to reproduce this worksheet for workshop use. Duplication for any other use, including resale, is a violation of the copyright law.

Temperament in Leading for a SJ Manager

TRADITIONALIST—STABILIZER—CONSOLIDATOR

Orientation
Products and services that meet standards

Focus
Hierarchy of the organization

Abilities
Establishes policies, rules, schedules
Follows through
Patient, thorough, steady, reliable

Questions Asked
Why change?
How is this justified?
Who is responsible for what?

Beliefs
Self and others must earn their keep
Organization must run on solid facts

Values
Caution, carefulness, accuracy of work
Believes hard work is the way to success

Needs
Appreciation

Irritated at Work by
Nonstandard procedures
Ignored deadlines
Not playing by the rules

Irritates Others by
Being too practical to be "fun"
Insisting rules should be followed
Resisting new options

Potential Pitfalls
Decides issues too quickly
Focuses on dire outcomes

Appreciates in Self
Sense of responsibility
Loyalty and industry

*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.

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Temperament in Leading for a SP Manager

TROUBLESHOOTER—NEGOTIATOR—FIRE FIGHTER

Orientation
Products that reflect current needs

Focus
Expedient needs of the organization

Abilities
Responds immediately to problems
Exhibits an open and flexible style
Contributes strong reality base

Questions Asked
What is the need right now?
What are the stakes?
Where is the crisis?

Beliefs
The present is the most important focus
Organization must meet current needs

Values
Flexibility, action
Believes in taking risks

Needs
Response

Irritated at Work by
Restrictions
Being told how to work
Status quo

Irritates Others by
Ignoring established priorities
Working at the last minute
Plunging ahead in haste

Potential Pitfalls
Hard to predict
Impatient with abstraction

Appreciates in Self
Sense of timing
Cleverness

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Temperament in Leading for a NT Manager

VISIONARY—ARCHITECT OF SYSTEMS—BUILDER

Orientation

Strategy that ensures the organization's future

Focus
Mission and systems of the organization

Abilities
Builds conceptual frameworks
Develops prototypes, pilots, models
Plans approaches to change

Questions Asked
What is the system?
What is the strategy?
Who has the power?

Beliefs
Organization must adhere to its mission
Organization must grow and develop

Values
Complexity, intelligence
Believes in competence

Needs
Recognition

Irritated at Work by
Redundancy
Stupid errors
Illogical actions

Irritates Others by
Being skeptical, splitting hairs
Hurting feelings
Taking people for granted

Potential Pitfalls
Escalates performance standards
Annoyed by personal concerns

Appreciates in Self
Ingenuity
Logical analysis

*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.

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Temperament in Leading for a NF Manager

CATALYST—SPOKESPERSON—ENERGIZER

Orientation

Higher productivity through motivation

Focus

Growth needs of an organization

Abilities

Communicates organizational norms
Makes decisions by participation
Has personal and insightful style

Questions Asked

How does this affect workers' morale?
What is most important to people?
What impact does this have on values?

Beliefs

People potential is organization's strength
Organization should develop people's talents

Values

Autonomy, harmony
Believes in cooperation

Needs

Approval

Irritated at Work by

Impersonal treatment
Criticism
Lack of positive feedback

Irritates Others by

Emotional and moralistic stands
Creating dependencies
Getting over-extended

Potential Pitfalls

Sweeps problems under rug
Plays favorites

Appreciates in Self

High energy
Ability to value others

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*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.

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MBTI Self-Situational Effectiveness

Leadership situation:

Ways you were effective:

Ways you were ineffective:

How you modified or amplified behaviors:

Future behavioral modifications:

MBTI Leader Effectiveness

MBTI Guess:	E I	S N	T F	J P

How is her or his leadership effective?

How is her or his leadership ineffective?

How does she or he work with people?

What can you learn from her or him?

What would you do differently?

Temperament in Leading for a SJ Manager

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Orientation
Products and services that meet standards

Focus
Hierarchy of the organization

Abilities
Establishes policies, rules, schedules
Follows through
Patient, thorough, steady, reliable

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Abilities
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Exhibits an open and flexible style
Contributes strong reality base

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What is the need right now?
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Where is the crisis?

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Ingenuity
Logical analysis

*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.

Hirsh, S. (1991). *Using the Myers-Briggs type indicator in organizations: Workshop Leaders Guide* (2nd ed.). Palo Alto, CA: Consulting Psychologists Press. Permission is hereby granted to reproduce this worksheet for workshop use. Duplication for any other use, including resale, is a violation of the copyright law.

Temperament in Leading for an NF Manager

CATALYST—SPOKESPERSON—ENERGIZER

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What is most important to people?
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Beliefs
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Organization should develop people's talents

Values
Autonomy, harmony
Believes in cooperation

Needs
Approval

Irritated at Work by
Impersonal treatment
Criticism
Lack of positive feedback

Irritates Others by
Emotional and moralistic stands
Creating dependencies
Getting overextended

Potential Pitfalls
Sweeps problems under rug
Plays favorites

Appreciates in Self
High energy
Ability to value others

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*Adapted from Keirsey, D., & Bates, M. (1984). *Please understand me: Character and temperament types* (5th ed.). Del Mar, CA: Prometheus Nemesis Book Co.

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Learning Experience Guide #8

Formulating a Leadership Development Plan

Purpose
Participants will initiate long-range planning for the development of leader attributes and personality type characteristics, and will recognize the importance of persistence, risk-taking, and self-acceptance in planning for and reaching goals.

Behavioral Objective	
Given:	The results of a. determining the appropriate balance among life roles. b. the assessment of Myers-Briggs Type. c. the assessment of leader attributes.
Behavior:	Formulate a leadership development plan that includes at least one long-range goal for expressing leadership capabilities, and specific plans for improving three-or-more leader attributes and one-or-more MBTI characteristics during the next two years.
Standard:	The leadership development plan is realistic, challenging, and appropriate to the assessment data.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Formulate one or more long-range goals by responding to the question: "How are you going to express your leadership capabilities in your professional role five years from now?" 2. Secure a *Leadership Development Plan* form and enter the long-range goal statement(s) on the form. 3. Identify three or more leader attributes and at least one MBTI characteristic to be improved during the next two years. 4. Write goal statements for developing each of the three-or-more selected leader attributes and one-or-more MBTI characteristics, and enter them on the *Leadership Development Plan.* 5. Complete the "Activities," "Needed Resources," "Obstacles To Be Overcome," "Completion Date," and "Method of Measuring Progress" parts of the *Leadership Development Plan* for each of the leader attributes and MBTI characteristic goal statements.	1. Recall the benefits of having a long-range goal statement. 2. Consider the outcomes of the MBTI and the emphasis to be placed on your professional role when identifying a long-range goal. 3. Identify the leader attributes to be improved by considering their compatibility with long-range goal(s) and the relative need for improvement (see "Assessing Leader Attributes" assignment). 4. Recall the functions of each of the parts of the *Leadership Development Plan.* 5. Recall the variety of activities and resources available for developing attributes, and the techniques for evaluating their impact on self-improvement.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lead a discussion about questions such as a. What are the advantages of having a *written* leadership development plan? b. What kinds of information should the plan contain? c. What purposes does each kind of information serve? d. Why is having one (or more) *long-range* leadership development goals important?	
	2. Present the purpose and objective of the learning experience.	Trans.: F1.T
Need-To-Know Information	3. Present examples of long-range leadership development goals with a rationale for each (including consideration of Myers-Briggs types and the balance among life roles).	
	4. Hand out a *Leadership Development Plan* form.	Handout: F1.W
Demonstration & Guided Practice	5. Direct participants to formulate one or more long-range goals by responding to the question "How are you going to express your leadership capabilities in your professional role five years from now? What is your rationale?" Enter the long-range goals statement(s) and rationale on the *Leadership Development Plan* form.	
	Hand out multiple copies of the *Action Plan* form.	Handout: F2.W
	Direct participants to select at least three attributes and one or more MBTI characteristics that they will develop during the next two years and to enter goal statements for each of these attributes and characteristics on an *Action Plan* form. (Use an *Action Plan* for each attribute and characteristic.) [Participants will use the attributes identified in their assignment for the "Assessing Leader Attributes" learning experience and the MBTI type characteristics identified in their assignment for "Assessing Personality Type."]	

Lesson Stage	Instructor Actions	Resources
Need-To-Know Information	6. Review the purposes served by and the kinds of information to be entered in the "Activities," "Needed Resources," "Obstacles To Be Overcome," "Completion Date," and "Methods of Measuring Progress" parts of the *Action Plan* form.	Handout: F1.H
Demonstration & Guided Practice	7. Direct participants to complete (tentatively) the "Activities," "Needed Resources," "Obstacles To Be Overcome," "Completion Date," and "Method of Measuring Progress" parts of the *Leadership Development Plan* form. 8. Form participants into small groups based upon homogeneity of attributes to be developed. Groups are to discuss the appropriateness (usefulness) of each participant's activities for the attributes and characteristics they want to develop, how progress is to be measured, and the resources that are needed.	
Unguided Practice	9. Assign participants the following tasks: a. Meet, as a group, with the five observers who rated your leader attributes. b. Provide feedback to them about the results. c. Indicate the attributes you have decided to develop (and why). d. Seek their ideas about appropriate developmental activities and means of evaluation. e. Solicit their feedback at any time.	
	10. Revise the *Leadership Development Plan* and *Action Plan* as needed to incorporate the useful ideas of raters and be prepared to report orally in class on your reactions to the meeting with raters. 11. Meet with your mentor(s). Discuss the data and the plans you have developed. Revise the plans so that they are mutually acceptable.	Handouts: F2.H
	12. Participants will produce, by the end of the program, a final report containing a. the revised *Leadership Development Plan*. b. a list of the activities actually performed, including meetings with mentors (with dates). c. a self-assessment of the impact of the activities on each relevant attribute and MBTI characteristic. d. the results of other methods of measuring progress.	F3.H

Lesson Stage	**Instructor Actions**	**Resources**
Evaluation	13. Review each participant's revised *Leadership Development Plan* and *Action Plan* (see item 11 on previous page). The plans should be appropriate, consistent with assessment data, and realistic but challenging. 14. Invite participants to share (orally) with the group the results of their meetings with raters and mentors. 15. Review each participant's final report on executing the *Action Plans* (see item 12, above).	
Feedback	16. Return the *Leadership Development Plans* and *Action Plans* with written comments on each. Provide verbal feedback to the group to remedy common problems. 17. Return the final report on executing the *Leadership Development Plan* and *Action Plans*.	
	[Estimated In-Class Time: 3 ½ hours.] [Estimated Out-of-Class Time: >3 hours (for preparing final report only)]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	1 transparency (F1.T)
Handouts:	*Leadership Development Plan* form (F1.W) *Action Plan* form (F2.W) *Suggested Activities for Developing Leader Attributes and MBTI Personality Characteristics* (F1.H) *Out-of-Class Assignment: Formulating a Leadership Development Plan* (F2.H) *End-of-Program Assignment: Formulating a Leadership Development Plan* (F3.H)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 transparency (F1.T)
1 distribution of *Leadership Development Plan* forms (F1.W)
1 distribution of *Action Plan* forms (F2.W)
1 distribution of handouts (F1-3.H)

Supplemental Readings

Davis, B. L., Skube, C. J., Hellervik, L. W., Gebelein, S. H., & Sheard, J. L. (1992). *Successful manager's handbook: Development suggestions for today's managers* (2nd ed.). Minneapolis: Personnel Decisions, Inc.

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Notes for Presentation of Rationale

A. Functions of a Written Leadership Development Plan

1. Lead a discussion about the question "What are the advantages of having a written leadership development plan?" (To some degree, everyone plans; however, having a written plan provides guidance in thinking logically and thoroughly about what you want to do and how to get it done. It provides a record of the plan to act as a reminder and as a basis for monitoring progress; and it is readily adjusted as circumstances require.)

2. Discuss the questions "What kinds of information should the plan contain?" and "What purposes does each kind of information serve?"

3. Discuss the question "Why is having one (or more) long-range (five-year) leadership development goals important?"

4. The leadership development plan will be used by participants in the following two ways:

   a. Some assignments throughout the program can be personalized so that the activities can help achieve each participant's goals.

   b. After each participant formulates a leadership development plan, he or she will spend out-of-class time throughout the length of the program carrying out the plan and evaluating progress toward its goals. So, the plan must be realistic and challenging.

B. Present the Purpose and Behavioral Objective.

Purpose: Participants will initiate long-range planning for the development of leader attributes and personality type characteristics, and will recognize the importance of persistence, risk-taking, and self-acceptance in planning for and reaching goals.

Given: The results of
a. determining the appropriate balance among life roles.

b. the assessment of Myers-Briggs Type.

c. the assessment of leader attributes.

Behavior: Formulate a leadership development plan that includes at least one long-range goal for expressing leadership capabilities, and specific plans for improving three-or-more leader attributes and one-or-more MBTI characteristics during the next two years.

Standard: The leadership development plan is realistic, challenging, and appropriate to the assessment data.

Notes for Presentation of Need-to-Know Information

A. Long-Range Leadership Goals

1. As discussed, having a long-range (five-year) professional goal for expressing leadership capabilities provides the context within which more specific plans can be made for developing leader attributes and MBTI personality characteristics.

2. Examples of long-range professional goals and rationale include the following:

   a. Within the next five years I will prepare myself to compete for administrative positions in technical colleges or community colleges at the level of Vice President, Dean for Vocational Education, and so forth.

      (1) I recognize that these administrative positions will take much more time than teaching or department head roles, but I am willing to reduce the time I would otherwise devote to family and recreation.

      (2) My family situation permits me to be reasonably mobile (geographically).

      (3) My present role as department head has given me confidence that I can work well with colleagues in a supervisory role, and I am beginning to develop ideas about vocational education, which I would like a chance to implement.

      (4) My MBTI (ENTJ) shows characteristics that seem compatible with administrators who are also leaders (e.g., "understand theoretical concepts," "look to the future and what's possible," "organized, decisive").

   b. My goal is to become more active in school affairs and in professional organizations.

      (1) I love teaching and the small community where I live and work.

      (2) My spouse owns a successful business in town, so I do not consider myself mobile.

      (3) I do not believe I would like the pressures associated with administration, but I am concerned about improving the practice of vocational education, and I seem to get along very well with coworkers.

      (4) My Myers-Briggs personality type (ENFJ) appears to bear out this analysis (e.g., "enthusiastic," "loyal," "people-oriented," "value harmony," "make decisions by participation").

[B. Hand out the Leadership Development Plan *forms and carry out the first guided-practice step of the lesson delivery plan.]*

C. Completing the *Action Plan* Form

1. **Activities.** List the developmental activities and experiences you plan to engage in during the next two years for *each* attribute and MBTI characteristic you wish to improve. Of course, some activities may help to improve more than one attribute or personality characteristic. Tailor your activities to your learning style (e.g., seeing something vs. reading vs. doing). Some kinds of useful activities include on-the-job activities, off-the-job (community) experiences, modeling others, taking formal courses or workshops, reading books and articles, conducting research, and practicing a skill.

2. **Needed resources.** List the support (both external and internal) you need to carry out the planned activities. How will you set aside the time needed? Will psychological support be available? Are the people required to carry out the activities available to you? Are the courses, materials, and so on, accessible? Do you have the funds that might be needed? Think through the resources needed to determine whether or not the proposed activities are feasible. They should be challenging, but not impossible. If they are not feasible, then revise the activities.

3. **Obstacles to be overcome.** Some activities might be highly desirable, but you are not sure whether they are possible. Certain obstacles might need to be overcome in order to make them possible (e.g., a loan, gaining admission to a graduate program, special help from your spouse). List these obstacles as a reminder that they require special attention in order to make the planned activities feasible.

4. **Completion date.** Each activity will have its own completion date (as well as its own starting date). Specifying a completion date will require you to think about a timetable for the activities; some activities may be concurrent and others sequential or overlapping.

5. **Methods of measuring progress.** Monitoring progress will keep participants motivated, provide opportunities to recognize successes, and help determine whether (and how) to revise the plan. Some methods for measuring progress are

    a. feedback from the same observers who originally rated your leader attributes.

    b. readministration of the *LAI*.

    c. feedback from your supervisor(s).

Formulating a Leadership Development Plan

Purpose: Participants will initiate long-range planning for the development of leader attributes and personality type characteristics, and will recognize the importance of persistence, risk-taking, and self-acceptance in planning for and reaching goals.

Behavioral Objective:

Given: The results of

a. determining the appropriate balance among life roles.
b. the assessment of Myers-Briggs Type.
c. the assessment of leader attributes.

Behavior: Formulate a leadership development plan that includes at least one long-range goal for expressing leadership capabilities, and specific plans for improving three-or-more leader attributes and one-or-more Myers-Briggs type characteristics during the next two years.

Standard: The leadership development plan is realistic, challenging, and appropriate to the assessment data.

Suggested Activities for Developing Leader Attributes and MBTI Personality Characteristics

On-the-Job Opportunities
- Improving a process or procedure
- Starting something new
- Representing your supervisor
- Coaching someone
- Managing new projects
- Making presentations
- Taking on special assignments
- Following-up on meeting items
- Leading a committee
- Transferring to a new job or function
- Interviewing members of other schools

Off-the-Job Experiences
- Working with community groups
- Using a new skill in a volunteer organization
- Making presentations to civic groups

Modeling Others
- Observing them
- Asking them
- Trying to emulate
- Getting feedback

Taking Formal Courses or Workshops

Reading Books and Articles

Conducting Research
- Searching for information
- Interviewing
- Consulting with others

Practicing a Skill

Reproduced from Personnel Decisions, Inc., Minneapolis, MN.

Out-of-Class Assignment

Formulating a Leadership Development Plan

A. Meet, as a group, with the five observers who rated your leader attributes.

  1. Provide feedback to them about the results.

  2. Indicate the leader attributes you have decided to develop (and why).

  3. Seek their ideas about appropriate developmental activities and means of evaluation.

  4. Solicit their feedback at any time.

B. Revise the *Leadership Development Plan* and *Action Plan* as needed to incorporate the useful ideas of raters, and be prepared to report orally in class on your reactions to the meeting with raters.

C. Meet with your mentor(s). Discuss the data and the plans you have developed. Revise the plans so that they are mutually acceptable.

End-of-Program Assignment

Formulating a Leadership Development Plan

Each participant will produce, *by the end of the program*, a final report containing the following:

1. The revised *Leadership Development Plan* and *Action Plan*
2. A list of the activities actually performed, including meetings with mentors (with dates)
3. The results of methods used to measure progress toward goals
4. A self-assessment of the impact of the activities on each relevant leader attribute and MBTI characteristic

Leadership Development Plan

A.	Name:		B.	Date Formulated:	
	(last) (first) (middle)				
C.	Five-Year Goals for Expressing Professional Leadership Capabilities:				
D.	Rationale for Selecting the Goal(s):				

FI.W

Action Plan

Title:	Date:
Objective:	

Activities	Resources	Method of Measuring Progress	Completion Date

Obstacles	**Sacrifices**
Risks	**If Unintended Outcomes, What Will You Do Differently?**

Ethical Considerations:

Other tools you will utilize: *Sources of Relationships Matrix* (IN1.W), *Cost/Benefit Worksheet* (DM1.W), *Risk-Taking Analysis* Worksheet (RT1.W).

Learning Experience Guide #9

Using Mentors

Purpose
Participants will seek to establish a professional, mutually beneficial relationship with a mentor. The attribute of risk-taking will also be reinforced.

Behavioral Objective

Given:	The availability of appropriate role models.
Behavior:	Establish a professional relationship with a mentor.
Standard:	The relationship will be based on mutual trust and respect, and will result in psychosocial and professional benefits to both mentor and program participant.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Consider the possible mentors available to you. 2. Make a tentative selection of a mentor. 3. Speak with the person tentatively selected. 4. Reach mutual agreement to proceed with the relationship. 5. Seek counsel about the formulation of your leadership development plan and its implementation (as an initial focus).	1. Recall the benefits of having a mentor. 2. Recall the techniques used by mentors. 3. Recall the criteria for selecting a mentor. 4. Review the results of assessing life role balance, MBTI personality type, and leader attributes.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lead a discussion about a. the definition of mentors. b. the benefits or having a mentor. c. the benefits mentors derive from the relationship. 2. Present the purpose and behavioral objective of this learning experience.	 Trans.: UM1.T
Need-To-Know Information	3. Present a short talk about how mentors carry out their role (techniques): a. sharing b. counseling c. modeling d. prodding e. supporting f. groundbreaking 4. Lead a discussion about the criteria to use when selecting a mentor (e.g., role model to emulate, availability, interpersonal skills, desire to see people grow). 5. Lead a discussion about a. the strategies and the problems of approaching a possible mentor. b. potential boundary issues. c. ending the relationship when necessary.	Trans.: UM2.T
Demonstration	6. Provide examples of the mentors who helped you, their characteristics, and how they helped.	
Guided Practice	7. Participants will (orally) suggest possible mentors for themselves (without naming them), and indicate why they would be good selections.	

Lesson Stage	**Instructor Actions**	**Resources**
Unguided Practice, Evaluation, & Feedback	*[8. See learning experience, "Formulating a Leadership Development Plan."]*	
	[Estimated In-Class Time: 1 hour] [Estimated Out-of-Class Time: (See "Formulating a Leadership Development Plan.") < 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 2 transparencies (UM1-2.T)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (UM1-2.T)

E. Optional activities

Form a panel of individuals who have had experience with mentors. Ask them to respond to questions such as the following:

1. How did you meet and establish relationships with your mentor(s)?
2. What kinds of topics did you discuss with your mentor(s)?
3. What benefits have you derived from the relationship?
4. What problems have you encountered?
5. What benefits did your mentor(s) derive from the relationship?

Supplemental Reading

Ashby, D. (n.d.). *Mentoring for administrator renewal* (OP#1). Urbana-Champaign, IL: National Center for School Leadership.

Carden, A. D. (1990). Mentoring and adult career development: The evolution of a theory. *The Counseling Psychologist, 18*, 275-297.

Cohn, K. C. (1990). Mentor principals to assure success. *The School Administrator, 3*, 48-51.

Wilbur, J. (1987). Does mentoring breed success? *Training and Development Journal, 41*, 38-41.

Notes for Presentation of Rationale

A. Reasons for the Learning Experience

1. In the previous learning experience, "Formulating a Leadership Development Plan," you were assigned the task of speaking with your mentor about the plan. This learning experience is about selecting and using mentors.
2. Lead a discussion about the definition of *mentor*. (A mentor is an individual with whom you establish a personal relationship—usually continuing—for the purpose of professional development. The relationship is based on mutual trust and respect.)
3. Lead a discussion about the benefits of having a mentor including the following points:
   a. Psychosocial benefits such as stimulation, moral support, and encouragement;
   b. Assistance in career advancement such as contacts with new people and guidance regarding professional problems and opportunities.
4. Lead a discussion about the benefits to the mentor:
   a. Satisfaction in helping others.
   b. Professional renewal by reflecting on mentors' problems and focusing their own experiences.
   c. Decreased isolation in their own leadership roles.
   d. Learning from the mentee.

B. Present the Purpose and Behavioral Objective.

Purpose: Participants will seek to establish a professional, mutually beneficial relationship with a mentor. The attribute of risk-taking will also be reinforced.

Given: The availability of appropriate role models.

Behavior: Establish a professional relationship with a mentor.

Standard: The relationship will be based on mutual trust and respect, and will result in psychosocial and professional benefits to both mentor and program participant.

Notes for Presentation of Need-to-Know Information

A. How Mentors Carry Out Their Role

1. **Sharing**. Telling stories about experiences, general conversations about educational issues, and revealing opinions.
2. **Counseling**. Acting as a sounding board, providing reality checks, and being an active listener.
3. **Modeling**. Comes as a natural consequence of being perceived as an exemplary leader.
4. **Prodding**. Acting as a professional conscience, alerting to professional opportunities, and encouraging professional development.
5. **Supporting**. Providing reassurance and positive feedback, and responding to requests for help.
6. **Groundbreaking**. Sharing networks, and providing introductions and references.

B. Selecting a Mentor

1. Selection is based on either or both personal experience and professional reputation.
2. Lead a discussion of the selection criteria including the following:
    a. Experienced in the leadership role to which the participant aspires.
    b. Skill in interpersonal relations.
    c. Compatible personality (so that a mutually trusting, respectful, and confidential relationship might be developed).
    d. Accessible (geographically and timewise).
    e. Enjoys seeing people grow.
    f. Can continue beyond duration of project.

C. Strategies and Problems of Approaching a Potential Mentor

1. Lead a discussion about
    a. the strategies and the problems.
    b. potential boundary issues.

c. ending the relationship. These discussions should touch on such questions as risk-taking (e.g., contacting a potential mentor and revealing weaknesses; relationships between genders; and personal vs. professional questions).

Using Mentors

Purpose: Participants will seek to establish a professional, mutually beneficial relationship with a mentor. The attribute of risk-taking will also be reinforced.

Behavioral Objective:

Given: The availability of appropriate role models.

Behavior: Establish a professional relationship with a mentor.

Standard: The relationship will be based on mutual trust and respect, and will result in both psychosocial and professional benefits to both mentor and program participant.

UMI.T

How Mentors Carry Out Their Role

- Sharing
- Counseling
- Modeling
- Prodding
- Supporting
- Groundbreaking

Learning Experience Guide #10

Insightful*

Purpose
Participants will become more insightful by reflecting on and explaining relationships among various factors that should be considered before taking action or making suggestions.

Behavioral Objective	
Given:	Opportunities at work to be more insightful.
Behavior:	Consider all factors that might affect a situation and reflect on their relationships; choose a solution or offer an idea that seems best to fit the circumstances.
Standard:	The participant can offer an explanation as to why it is an insightful idea, and other members in the program will evaluate the idea as insightful.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Monitor the work environment and reflect upon the factors and relationships involved.	1. Recall the different sources of relationships in the work environment.
2. Look at situations from a variety of perspectives.	2. Recall the techniques for looking at old situations in new ways.
3. Put together old information in a new way.	3. Recall the times a leader must be insightful.
4. Propose an insightful idea or solution to a problem.	

*Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Start the class by asking the participants to do the following (two minutes): a. Think of all the individuals you have known, and identify one that you think was insightful. b. Think about what made this person insightful, and list some behaviors that you think are indicative of insightfulness.	Trans.: IN2.T
	[Ask the students if it was difficult and why.]	IN3.T
	2. Lecture on the complexity of insightfulness.	IN1.T
	3. Present the purpose and behavioral objective of this learning experience.	IN4.T
	4. Lecture on the importance of insightfulness.	
Need-To-Know Information	5. Present the *LAI* definition of insightful.	Trans.: IN5.T
	6. Lecture on *Starting To Become More Insightful.*	IN6.T
	7. Lecture on the *Sources of Relationships*: a. Stakeholders b. Norms c. Decisions d. Policies e. Competitors f. Organizational Structure g. Resources h. External Factors	IN7.T
	8. Present the *Sources of Relationships Matrix* and the *Interaction of Sources* (*Stakeholders vs. Stakeholders, Stakeholders vs. Norms*, and so forth).	IN1.W IN8.T
	9. Lecture on Challenging the Paradigms and Breaking the Mold. Talk about global habitual detachment and detail habitual detachment by discussing the functions of a pencil.	IN9.T

Lesson Stage	Instructor Actions	Resources
Demonstration	10. Break the class into small groups (approximately six per group). Hand out a small nail to each member and read the directions for the *Nail Activity* (Appendix A). Pull the group back together and discuss the implications and reflections.	
Need-To-Know Information	11. Finish lecturing on the following points: a. Challenging the Paradigms and Breaking the Mold. b. When Does a Leader Have To Be More Insightful? c. Other Attributes Which Help To Balance or Reinforce Insightfulness.	Trans.: IN9-13.T
Guided Practice	12. Hand out the *Sources of Relationships Matrix*. Ask the students to read the *Building a Professional Team* and fill in the matrix. 13. Break the class into small groups (approximately four per group). Have the participants discuss the information in the cells. 14. Bring the group back together. Ask the students if they had the same answers, if anyone came up with different answers and so forth. Discuss the implications.	Handouts: IN1.W, IN1.C
Unguided Practice	15. Hand out the *Insightful On-the-Job* monitoring worksheet (if you have not already done so at the beginning of the program). Ask participants to keep track of situations which they felt were insightful on-the-job over a period of time. 16. Of those situations listed on the *Insightful On-the-Job* monitoring worksheet, have the participants choose one situation, fill out a *Sources of Relationships Matrix*, and an *Insightful Solution Worksheet*.	Handouts: IN2.W IN1.W IN3.W
Evaluation	17. Break the class into small groups (approximately four per group). Have the participants discuss their *Sources of Relationships Matrices* and the *Insightful Solution Worksheet*. Participants should be able to tell why their solution was insightful.	

Lesson Stage	Instructor Actions	Resources
Feedback	18. Members within the group will provide feedback to the presenting member. Did they think the solution or idea was insightful?	
	[Estimated In-Class Time: 3 hours] First session: 2 hours Reporting Session: 1 hour] [Estimated Out-of-Class Time: >1 hour]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 15 transparencies (IN1-15.T)

Handouts: *Sources of Relationships Matrix* (IN1.W)
Insightful On-the-Job (IN2.W)
Insightful Solution Worksheet (IN3.W)
Insightful Case Study: *Building a Professional Team* (IN1.C)

Activity: *Nail Activity* (Appendix A)

B. Materials to be secured by the client

Small carpenters' nails (approximately ten or one for each group member)

C. Equipment needed

Overhead projector

E. Material preparation

1 set of 15 transparencies (IN1-15.T)
2 distributions of *Sources of Relationships Matrix* (IN1-2.W)
1 distribution of *Insightful On-the-Job* (IN3.W)
1 distribution of *Insightful Solution Worksheet* (IN4.W)
1 distribution of *Insightful Case Study: Building a Professional Team* (IN1.C)

Supplemental Readings

Beyer, B. K. (1987). *Practical strategies for the teaching of thinking*. Boston: Allyn & Bacon.

Miller, W. (1990). *The creative edge*. Reading, MA: Addison-Wesley.

Morrison, A. M. (1992). *The new leaders: Guidelines on leadership diversity in America*. San Francisco: Jossey-Bass.

Senge, P. (1990). *The fifth discipline: The art and practice of the learning organization*. New York: Doubleday Currency.

Terry, R. W. (1993). *Authentic leadership: Courage in action*. San Francisco: Jossey-Bass.

Notes for Presentation of the Rationale

A. Complexity of Insightfulness

The ability to generate creative and innovative techniques to solve organizational problems is essential for those in leadership roles. Through original and insightful actions, leaders maximize organizational outcomes. This learning experience will provide some techniques to help you in becoming more insightful.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will become more insightful by reflecting on and explaining relationships among various factors that should be considered before taking action or making suggestions.
Given:	Opportunities at work to be more insightful.
Behavior:	Consider all factors that might affect a situation and reflect on their relationships; choose a solution or offer an idea that seems best to fit the circumstances.
Standard:	The participant can offer an explanation as to why it is an insightful idea, and other members in the program will evaluate the idea as insightful.

C. Importance of Insightfulness

Critical thinking skills are essential to a leader if she or he is going to effect change and/or sustain elements within the organization. The ability to explain events pertaining to people and product or service factors will help a leader make decisions and anticipate actions—abilities which will help maintain cohesiveness among the myriad of factors that influence the organization's vitality. A leader must be able not only to have the foresight to develop a vision statement (which requires understanding complex relationships for the future), but also to understand relationships and complex interactions on a daily basis for the purpose of carving an effectual path toward this vision. This monitoring of daily activities, and making decisions dependent upon what relationships you see, is important to achieving a vision and keeping the members on track. It is a leader's responsibility to weed out data and protect those things that will help the organization prosper. Many managers get caught up in the politics (personal and professional) of the moment and lose sight of what the organization needs to be working toward.

If policies do not confirm the vision statement, then either the policy or the vision statement needs to be changed. Policies that do not support the vision will confuse members and produce a situation characterized by unsupportive members. They will not put much thought or effort into what management advocates because they do not believe what management says. People like to work toward a goal, and they gain satisfaction as each step toward that goal is accomplished. If, however, the steps seem to be aimed not toward the goal but in a different direction, members will become frustrated and finally give up trying to reach that goal.

Notes for Presentation of the Need-To-Know Information

A. *LAI* Definition

Insightful: Reflects on the relationship among events and grasps the meaning of complex issues quickly.

B. Starting To Become More Insightful

As the *LAI* definition states, being insightful means that "you reflect on the relationship among events and grasp the meaning of complex issues quickly." A major component of insightfulness is the ability to reflect. To reflect upon something, leaders must

1. have the ability to visualize the current situation and question the factors that compromise it.
2. be open to new ways of thinking of old givens. Many rules, traditions, norms, customs, and ways of doing things are followed with blind acceptance. At one time they might have made logical sense, but few practices can stand the test of time. For example, why do so many Americans eat eggs for breakfast?
3. be able to listen carefully to others' thoughts and perceptions and look at situations from their perspective.
4. be interested and committed about continuous quality improvement.
5. be able to look at situations from a global "whole" perspective, not just from your own personal or shallow perspective in which the details of the moment override the ability to "see beyond the trees."
6. be able to fluctuate readily between the current (micro) situation and the whole (macro) situation.
7. have a desire to collect and understand information.
8. practice reflective thinking.

Leaders who have cultivated the ability to reflect will have greater ease in seeing the relationships among elements. Practice at understanding these relationships will enable leaders to become more and more proficient in grasping the connections.

C. Sources of Relationships

Leaders need to understand the relationships among each of the following characteristics of the organization:

1. **Stakeholders**—to include members of the organization, yourself, departments, levels within organizations (e.g., middle management vs. line), individuals outside the organization who have a stake (e.g., clients, parents).

2. **Norms**—to include current ways of doing things, unwritten communication, perceptions of what behaviors are reinforced, and so on.

3. **Decisions**—to include a wide variety of things that might not be policies but that affect the organization, such as expansion efforts, new training efforts, facility changes, how to approach a conflict situation, and new organizational trends (e.g., colors, image).

4. **Policies**—to include any formal written practice, human resource policies, technical policies, and work policies.

5. **Competitors**—to include other organizations able to produce the same product or service (potential and practicing).

6. **Organizational Structure**—to include positions, departments, work design, division of labor, communication patterns and systems, and location.

7. **Resources**—to include allocated funds, available support, available information, equipment, and facility arrangements.

8. **External Factors**—to include professional associations, governing laws, environmental concerns, and norms and concerns of society.

D. Sources of Relationships Matrix

The analysis of relationships should be taken one-by-one so as not to forget an important relationship (interaction) among characteristics of the organization.

1. **Stakeholders and Stakeholders**

   Who are the stakeholders involved?
   Do your stakeholders come from different system realities? Which realities?
   What relationship do they have with one another?
   What type (good vs. bad) of relationship do they have?
   What steps have to be taken to improve the relationship?
   What perceptions do they have of one another?
   What is in it for them?

2. **Stakeholders and Norms**

   What are the current unwritten customs that members follow?
   Why do they follow them?
   Are there individuals that advocate these norms?
   Do different individuals/groups have different norms?

3. **Stakeholders and Decisions**

   How will the decision affect individuals, departments, the entire organization?
   Who will benefit from the decision?
   Who will lose from the decision?
   Is the decision just?
   How will you sell the decision to the members?
   For whom do you need help to support the decision?
   Who has the information you need to make a rational decision?

Will certain individuals/groups stand in your way? Who? Why?
What's in it for them?

4. **Stakeholders and Policies**

Do the stakeholders follow already established policies?
Why or why not?
Do different groups follow different policies? Why?
How will a new policy affect the stakeholders?
Are the stakeholders reinforced for following or for not following policies?
How can you get support for your policies?

5. **Stakeholders and Competitors**

What is the relationship between your stakeholders and competitors?
What are the relationships between competitors' stakeholders and competitors?
Are your stakeholders getting more or less than competitors' stakeholders?
Do stakeholders feel that they are getting a fair shake?
Could you lose your stakeholders?

6. **Stakeholders and Organizational Structure**

Is the structure of your organization best for letting stakeholders get their work done?
What are the structural barriers within your organization?
Does your structure provide stakeholders with needed information, resources, and so forth?
Could the structure be changed to provide a better working environment?

7. **Stakeholders and Resources**

Are resources allocated fairly?
Can stakeholders get the work done with the current resources?
If there is a change in resources, who will benefit/lose?

8. **Stakeholders and External Factors**

How do stakeholders feel about your organization, compared to how the outside world looks at it?
Do stakeholders feel that they can be proud of your organization?
What are some of the attitudes of outside people about your organization?

9. **Norms and Norms**

Does your organization have conflicting norms? What are they?
Can you affect undesirable norms? How?
Can you instill desirable norms? How? How do you know they are desirable?

10. **Norms and Decisions**

Is your current decision going to affect the norms of the organization? How?
Will the decision support an undesirable norm?
Will a certain norm sabotage your efforts to implement a decision?

11. Norms and Policies

Do the norms reflect the policies the organization wishes to follow?
If not, can you develop a policy that would start to produce a new, desirable norm?
Can your organization follow the policies set forth?
Do certain policies go against certain norms?
What will stakeholders follow? The norm or the policy?

12. Norms and Competitors

Are the norms of your organization different from those of competitors?
What are the norms of other organizations?
Did competitors change the norms of their organization? How?
Can you create different norms that will help you reach your vision statement?

13. Norms and Organizational Structure

Does your organizational structure have an effect on the norms?
How could you change the structure to start generating new, desirable norms?
Are the norms of the organization just what you would expect with an organizational structure such as yours? Is it what you want? What can be changed?

14. Norms and Resources

Who are the individuals who usually obtain resources?
What are the values associated with resources?
What typically are the poorest groups in your association?
How could you change current norms to reflect current values so that money is allocated to meeting your mission?

15. Norms and External Factors

Do your organizational norms follow society's norms?
How are they different?
If they are different, how did they get that way?
Is your organization going against society's norms?
What would a member from an outside organization say about your norms?

16. Decisions and Decisions

Are the decisions you are making now compatible with past decisions?
How will present decisions affect future decisions, given your vision?

17. Decisions and Policies

Are the policies in your company consistent with your decision?
What policies will have to be changed if you implement a decision?
Is the decision consistent with your vision statement?
Which will have to be changed—the decision, a policy, or the vision statement?
How can you gain support for your decision if it is against current policy?

18. **Decisions and Competitors**

Have competitors made similar decisions?
What can you gain from competitors' decisions? What did they gain?
Will you be more competitive or less competitive after the decision is implemented?
Can a competitor help you implement your decision?

19. **Decisions and Organizational Structure**

Can your decision be implemented with the current organizational structure?
What will need to change?
Will the current organizational structure make your decision feasible?
How will you communicate your decision within your current organizational structure?

20. **Decisions and Resources**

Does your decision concern resources? What resources?
Will your decision change the current allocation of resources? How?
How will you communicate resource allocation change?
How will you gain acceptance?
Do you need additional resources to implement a decision? List them.

21. **Decisions and External Factors**

Is your decision compatible with outside agencies (e.g., government, society)?
If it is incompatible, what will you need to do?
What would society say about your decision?

22. **Policies and Policies**

Are your policies consistent?
If you are implementing a new policy, does it conflict with an already established policy? Which should be changed?
Do some of your policies prevent other policies from being followed?

23. **Policies and Competitors**

What policies are advantageous to competitors?
Do your policies give you a competitive edge?
Can you communicate with a competitor and find out about effective policies?

24. **Policies and Organizational Structure**

If implementing a new policy, will the structure support its effectiveness?
What factors about your organizational structure go against your policies? vice-versa?
How does the structure stop stakeholders from following your policies?

25. **Policies and Resources**

Do stakeholders have the necessary resources to follow policies?
If you are implementing a new policy, what resources will stakeholders need?
Do certain policies put certain individuals/groups at a disadvantage?
Do policies make certain individuals/groups spend time and resources unnecessarily?

26. Policies and External Factors

Are your policies compatible with governing agencies, associations, and so forth?
Can you foresee that certain organizational policies will change because of changes in the policies of external agencies? Which policies need changing?
Can you change your policies or affect external agency policies? What will you need to change?
Can you support or lobby for change?

27. Competitors and Competitors

Are some of your competitors more successful than others? Why?
Is there communication between your competitors? Should there be?

28. Competitors and Organizational Structure

How are competitors organized?
Is it more advantageous than your structure? Why?

29. Competitors and Resources

What resources do competitors have that you do not have? Do you need them?
If you need them, how will you get them?
Do competitors have resources to exchange with you? What can you offer them?
Can you work together? Are parties willing?

30. Competitors and External Factors

What is the standing of your competitors with outside agencies (government, associations, society)?
Are they seen as having greater credibility? Are they accredited?
Do you need to improve your standing to keep a competitive edge?

31. Organizational Structure and Organizational Structure

Is your organizational structure such that your employees cannot get their work done effectively?
Are you part of a larger organizational structure that is segregated? How does this affect your getting things done?

32. Organizational Structure and Resources

Because of your structure, are you wasting valuable resources?
If you wanted to change your structure, what resources would you need?

33. Organizational Structure and External Factors

Is your structure conducive to communication with external agencies?
What new policies, laws, and so forth, are in progress that might affect your current structure?

34. Resources and Resources

Are resources allocated fairly?
Is there a discrepancy between needed resources and available resources?
What resources (people, equipment) are needed to obtain additional resources (greater market share, more revenue)?

35. **Resources and External Factors**

Do you need to expend more resources to keep up with external information?
Can you receive additional resources from external sources?
Do you need information from external factors?
Can you affect external agencies in any way to see that certain resources are allocated in a particular manner?

36. **External Factors and External Factors**

Are there conflicts or controversies between outside agencies?
If so, should you support one over the other? Why?
If there is a conflict or confusion, can you help sort it out?

E. Challenging the Paradigms and Breaking the Molds

1. Leaders need to challenge how things are done and break the mold if necessary. A leader must be willing to look at familiar environmental factors in different ways. It is very easy to become accustomed to our surroundings and accept things as they have become. We see and hear things without really seeing and hearing them. We are in a habitual mode. Leaders must be able to break free of habitual ways of thinking and doing things. They need to engage in *habitual detachment*.

Habitual detachment is critical if a leader wants to see things from a different perspective. To do this, leaders must sometimes pull themselves outside of their bodies to look at situations, while pretending to be an observer of the situation. Leaders should not only observe others from this new perspective, but also observe themselves. Another technique is to look at the situation from another person's perspective. Choose another person and try to pretend that you are that person. Do they see things differently? How so? A leader can also look at the same situation from a different discipline's perspective. How would a philosopher, political scientist/lawyer, social psychologist, clinical psychologist, physician, engineer, economist, or systems analyst look at relationships? What would their perspectives be? What would they be interested in?

Another technique, in the opposite direction, is to look at things in the smallest detail possible. In other words, to describe things by characteristics. For example, what is a pencil? Most people would indicate that a pencil is used as a writing implement. Therefore, a pencil is described in terms of its function (to write). Describing something in terms of its function leaves no room for other functions for which the pencil might be used. It halts all thinking energy and grants the observer no permit for extending the purpose of a pencil beyond just writing.

What would happen if we described the pencil as a thin cylinder, approximately 8 inches long, with a sharp point at one end and rubber-like material at the opposite end? Well, this starts our minds working more insightfully. If I asked you what functions this object could serve, you might say the following:

a. a wedge to hold open a window, door, and so forth
b. an object that could pierce holes (air holes for insects, holes for playing telephone)
c. an object to hold fingers apart while nail polish is drying
d. a bookmarker
e. something to stir liquid with

This list of functions goes on and on.

2. [Give students Nail Activity - Appendix A]

3. A more concrete organizational example would be What is a secretary? Not just a person who helps to support members higher up in the organization through typing and photocopying, but she or he might have skills and interests such as the following:

   a. *WordPerfect software experience* (This can be used not only for inputting what someone else has handwritten, but also for making tables, labels, and mailing lists; helping you with mental blocks on words using the thesaurus; creating aesthetically pleasing documents using different fonts and sizes; and checking research data that has been doubly entered.)

   b. *Pagemaker software experience* (This can be used for preparing graphs and diagrams for curricula, transparencies, and handouts for presentations; evaluation sheets; newsletters; and so forth.)

   c. *Ideas on systems* (She or he may know how long it takes to get a particular document through and what can be changed for greater efficiency; how many individuals come in wanting a certain type of information; what client satisfaction might be; how to curtail some costs; and so forth.)

   d. *Untapped competencies* (She or he may have creative writing ability to develop newsletters, knowledge of different computer systems, artistic abilities, math abilities, and so forth.)

   And so on.

Knowing what actual skills and interests your staff has will aid you in applying their abilities across the organization in the most efficient and effective manner. Many individuals within organizations complain that the organization is not using their skills effectively. They are not rising to their full potential. Being insightful about the members of your organization will have an effect on member satisfaction and the bottom line. Understanding the relationships among members within the organization, skills possessed and desired, and the vision statement requirements will help you make productive decisions.

F. When Does a Leader Have To Be More Insightful?

1. **Motivating others** *(Creates an environment in which people want to do their best).* To motivate others effectively, a leader needs to understand the relationships between members and other members, members and the types of tasks they engage in, positions and the organization as a whole, members and the rewards available, and members and productivity. A leader has to know what motivates whom, as different individuals are motivated by different factors. The same reward will not be motivating to different people. Creating an environment in which individuals feel motivated requires understanding the individuals and knowing what can be offered by the organization. This goes not only for present employees, but also for potential employment candidates whom you might hire. Although a candidate might have excellent skills, your environment might not be conducive to giving the new employee what motivates him or her internally. It might be best to pass up this

candidate in favor of employing someone who will find intrinsic motivation on the job.

2. **Networking** *(Develops cooperative relationships within and outside of the organization).* A leader needs to know with which individuals and associations he or she should network, both inside and outside the organization. Building strategic relationships with others will provide the leader with pertinent information that is necessary for gaining knowledge to help the organization prosper. An insightful leader will understand the organization, identify resourceful constituencies, and build effective relationships.

3. **Planning** *(In collaboration with others, develops tactics and strategies for achieving organizational objectives).* To plan effective strategies, a leader needs to know the current state of affairs and where the organization wants to go. Understanding the complex relationships both within and outside the organization will help the leader plan solid steps toward a desired end.

4. **Delegating** *(Appropriately and effectively assigns responsibility and authority).* Understanding the relationships between idiosyncratic differences among employees, their motivators, and their skill levels will help the leader to delegate work assignments effectively and efficiently.

5. **Organizing** *(Establishes effective and efficient procedures for getting work done in an orderly manner).* Putting together a plan to organize work can take many forms. There are many ways to reach the same end. Insightfulness during this process can help save your organization time, money, and employee dissatisfaction problems.

6. **Team-building** *(Facilitates the development of cohesiveness and cooperation among the people at work).* Building effective teams within your organization takes great insight. At one level, the entire organization is a team, and you need to understand how this team hangs together and what can be done to improve cohesiveness. At another level, your insight might indicate that smaller teams are needed to accomplish smaller tasks. A leader also needs to ascertain what types of teams are needed and/or is a team needed at all?

7. **Coaching** *(Helps people develop knowledge and skills for their work assignments).* Because different individuals require different levels of coaching, a leader needs to understand the relationships between the employee's work skills, the requirements of the job, and the employee's learning skills. Some employees only need to see the task done once, and no further coaching is needed. Others, however, need a more structured coaching experience such as orienting themselves to the task, seeing it done by someone else, practicing the task, and receiving intermittent coaching after that.

8. **Conflict management** *(Brings conflict into the open and uses it to arrive at constructive solutions).* In many cases, there are no clear answers during conflict management. A leader must listen to the situation, understand the points of conflict, gain insight into possible solutions, and choose the best solution process to fit the situation.

9. **Time management** *(Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner).* A big plus for any leader is getting more done in less time. Sometimes an analysis of the requirements, advice

from others, delegating, or other alternatives will help shed some light on how work can be scheduled more effectively. Being creative about the tasks at hand can produce a solution that was not thought of before.

10. **Stress management** *(Effectively deals with the tension of high pressure work situations).* Sometimes insight is the only way to decrease our present stress; that is, if we already had the answers we would not be feeling tension. Looking at the stressors of your job, and gaining greater insight into how and why they affect you, will help you develop and implement a new plan to decrease stress.

11. **Appropriate use of leadership styles** *(Uses a variety of approaches to influence and lead others).* Different individuals appreciate different management styles. Leaders have to understand their employees, their skill levels, and the requirements of the job to be able to choose an effective style. These relationships between employees and tasks can change over time. A leader needs to be cognizant of these changes and make decisions as to which style to use.

12. **Decision-making** *(Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions)* and **Problem-solving** *(Effectively identifies, analyzes, and resolves difficulties and uncertainties at work).* Sometimes a leader will have to be insightful in making a decision or solving a problem that has already been identified. In other cases, however, being insightful about a situation is more like trying to solve a problem that has not yet been identified. To be insightful, good leaders do not need a problem. They are insightful about relationships within the organization, even when things are running smoothly. Gaining new insight into relationships among events and continuously improving the organization's position are what separates leaders from followers.

13. **Information management** *(Identifies, collects, organizes, and analyzes the essential information needed by the organization).* The most crucial factor in gaining insight into relationships is the leader's ability to obtain and manipulate information effectively.

G. Other Attributes That Help To Balance or Reinforce Insightfulness

1. **Adaptable, open to change** *(Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans).* To be insightful means to be open to looking at the same situational variables in different ways. To engage in insightful behavior, a leader often will have to obtain advice or suggestions from others to fully understand the situation and the relationships among complex events. Sometimes, an insightful idea will require modifying plans that are already set.

2. **Visionary** *(Looks to the future and creates new ways in which the organization can prosper).* An insightful leader is not stuck in the past, but looks to the future.
3. **Tolerant of ambiguity and complexity** *(Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding).* Many situations are vague and ambiguous until the leader processes the variables and comes up with an insightful solution or idea. Leaders should not necessarily be turned off by complex situations that seem to be in a state of confusion. On the contrary, a seemingly chaotic situation when looked at positively by the leader will perhaps become an opportunity to be insightful.

4. **Initiating** *(Frequently introduces new ideas).* Many insightful ideas will be new ways of looking at old factors. Once an insightful idea is generated, it should be communicated to other members within the organization.

5. **Confident, accepting of self** *(Appears secure about abilities and recognizes personal shortcomings).* It takes a certain level of self-esteem to analyze variables in new ways and not merely follow the habitual path laid down by others before you.

6. **Persistent** *(Continues to act on beliefs despite unexpected difficulties).* A leader needs to balance persistence and insightfulness. An astute leader is able to ascertain when to persist in a given situation and when to look for an insightful alternative.

7. **Dependable, reliable** *(Can be counted on to follow through to get the job done).* A leader not only must be able to generate insightful ideas, but also must follow through with these ideas. We have all known individuals who are extremely insightful and generate new ideas fervently, but they cannot follow through to the implementation stage. These individuals are brainstormers (which has value in some circumstances), but they never get anything done.

8. **Courageous, risk-taken** *(Willingly tries out new ideas in spite of possible loss or failure).* Whenever you introduce a new way of looking at things, a certain amount of risk is involved. Likewise, even when an idea is not new but, rather, a clarification of relationships, it takes a certain amount of confidence to communicate and try out such ideas.

9. **Committed to the common good** *(Works to benefit the entire organization, not just self).* New ideas or new ways of looking at old variables will be evaluated by members within the organization as either benefiting them or depriving them of something already in their possession. Members feel comfortable with a leader who has the good of the organization as a value. "Committed to the common good" should be considered a motive of leaders. Individuals analyze relationships and gain insight into organizational factors for the betterment of self; however, a leader must have a more global viewpoint than just self and should feel a certain level of responsibility for all concerned.

10. **Intelligent with practical judgment** *(Learns quickly, and knows how and when to apply knowledge).* Insightfulness is one behavior that if exhibited by a leader, would make members believe or label the leader intelligent. Individuals find value in insightful people, and they wonder why they did not have the insight themselves.

11. **Communication (listening, oral, written)** *(Listens closely to people at work, and organizes and clearly presents information both orally and in writing).* Effective communication skills are extremely important, not only in generating insightful thoughts, but also in disseminating these thoughts to other members. A thought can be exceptionally knowledgeable; however, if a leader cannot effectively communicate the idea to others, it will be lost.

12. **Sensitivity, respect** *(Shows genuine concern for the feelings of others and regard for them as individuals).* As a leader becomes more insightful about the various relationships within an organization, her or his sensitivity to many issues of diversity increases. Many times, leaders make decisions without thinking through all the important diverse relationships, and they step on others' egos, toes, and

feelings. Taking into account and protecting others' feelings and acknowledging their differences will increase the likelihood of cooperation.

It is not easy to infer what everyone else is feeling. If you cannot make an educated initial guess to help you decide how to approach the situation, ask them. The risk in asking them is smaller than that of stepping on toes and regretting it later. Also, asking them for suggestions and their feelings about certain issues will help assure their buy-in. They will know you care and are willing to consider their feelings and ideas. In most cases, if you step on someone's toe without thinking, he or she will not bring it up, but will harbor resentment. Inevitably, your "punishment" for doing so will come later through indirect means such as sabotage, stealing, bad-mouthing, absenteeism, and so forth. Members will get even in some way, somehow. If you find yourself, after the fact, in the position of hurting someone's feelings, your best bet is to apologize directly for the inconvenience and then work to understand more about members' diversity.

Appendix A

Nail Activity

Break the class into small groups of approximately six people. Hand out a small carpenter's nail to every member in the program. Read the following directions to the groups:

I want you to think of as many different ways to use this nail as you can. The suggestions have to be different from one another and cannot be just a small alteration in usage. You will have five minutes to generate suggestions. Choose someone in your group to write down the suggestions. At the end of the five minutes, I'm going to ask you how many suggestions you have written down. Try to be somewhat quiet because other groups might hear your suggestions. Begin.

When the five minutes are up:

Ask for the number of suggestions from each group. Have the group with the most suggestions read them.

Ask the other groups if they had any different suggestions. Did everyone have suggestions such as "hang a picture" and "nail two boards together?"

Ask the groups the following questions:

> Was it easy to think of new functions for the nail?
> When was it hardest? Why?

Typical answers:

It was hard at the beginning to think of suggestions; then it got easier. This is because they were thinking of the nail in the common way it has always been used. Habitual detachment is a process of the mind. It is difficult at first until people start unfreezing their thoughts from the typical way of looking at a nail. After this initial unfreezing, function alternatives should come more easily. As the possibilities diminish, it again should have become harder for them to generate suggestions.

What have they learned?

In most situations, at work there is a typical way of doing things or thinking about elements within the work setting. Because we have become habitualized to many of the elements at work, we do not see them for what they really are; we look at them from a fixed perspective. Once we start to see the makeup of the element, we start to unfreeze our fixed thought patterns and see new relationships. As we participate in this unfreezing, it gets easier to see new relationships between old things.

Another interesting factor in generating alternatives is that it gets harder to generate them as the task wears on. This is similar to some work settings in which other individuals have come up with ideas or solutions which have been implemented. Some of you will feel that everything has been tried and tested before. Going back to the nail activity, you slowed down in generating alternatives, and it took more thought to generate the last alternatives; it is a good bet, however, that if you keep this nail in your pocket everyday, a situation will turn up in which you can think of another function for the nail. All the alternatives were not depleted. This is the same on the job. If you collect data on relationships, keep abreast of the information that is important to your field, and remind yourself daily that you want to be insightful, a new function or a relational dynamic will come to you.

Insightful

Purpose: Participants will become more insightful by reflecting on and explaining relationships among various factors that should be considered before taking action or making suggestions.

Behavioral Objective:

Given: Opportunities at work to be more insightful.

Behavior: Consider all factors that might affect a situation and reflect on their relationships; choose a solution or offer an idea that seems best to fit the circumstances.

Standard: The participant can offer an explanation as to why it is an insightful idea, and other members in the program will evaluate the idea as insightful.

Think of all the individuals you have known, and identify one that you think was insightful.

Think about what made this person insightful, and list some behaviors that you think are indicative of insightfulness.

Complexity of Insightfulness

- Behaviors are varied.
- Thinking techniques are internal.
- It is difficult to train.

Importance of Insightfulness

- Have critical thinking skills essential for change.
- Have foresight to develop a vision statement.
- Understand relationships and complex interactions on a daily basis.
- Carve an effectual path toward organizational vision.

LAI Definition

Insightful

Reflects on the relationship among events and grasps the meaning of complex issues quickly.

Starting To Become More Insightful

To reflect upon something, a leader must

- visualize current situation and question the factors.
- be open to new ways of thinking.
- listen to people and look at situations from their perspective.
- be interested and committed to continuous quality improvement.
- look at situations from a global *whole* perspective.
- be able to fluctuate between current and whole situation.
- desire to collect and understand information.
- practice reflective thinking.

Sources of Relationships

- Stakeholders
- Norms
- Decisions
- Policies
- Competitors
- Organizational Structure
- Resources
- External Factors

Interaction of Sources

	Stakeholders	Norms	Decisions	Policies	Competitors	Organizational Structure	Resources	External Factors
Stakeholders								
Norms								
Decisions								
Policies								
Competitors								
Organizational Structure								
Resources								
External Factors								

Challenging the Paradigms and Breaking the Mold

Willing to look at familiar environmental factors in different ways such as the following:

- Habitual detachment.
- Look at situation from another person's perspective.
- Look at situation from another discipline's perspective.
- Look at situation in the smallest detail possible—describe things by characteristics.

What Is a Secretary?

- WordPerfect software experience
- Pagemaker software experience
- Ideas on system
- Untapped competencies
- And so on

Knowing what actual skills and interests your staff has will aid you in applying their abilities across the organization ***in the most efficient and effective manner.***

When Does a Leader Have To Be More Insightful?

Motivating others	Creates an environment in which people want to do their best.
Networking	Develops cooperative relationships within and outside of the organization.
Planning	In collaboration with others, develops tactics and strategies for achieving organizational objectives.
Delegating	Appropriately and effectively assigns responsibility and authority.
Organizing	Establishes effective and efficient procedures for getting work done in an orderly manner.
Team-building	Facilitates the development of cohesiveness and cooperation among the people at work.
Coaching	Helps people develop knowledge and skills for their work assignments.
Conflict management	Brings conflict into the open and uses it to arrive at constructive solutions.
Time management	Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.
Stress management	Effectively deals with the tension of high pressure work situations.
Appropriate use of leadership styles	Uses a variety of approaches to influence and lead others.
Decision-making	Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
Problem-solving	Effectively identifies, analyzes, and resolves difficulties and uncertainties at work.
Information management	Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Other Attributes Which Help To Balance or Reinforce Insightfulness

Adaptable, open to change	Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.
Visionary	Looks to the future and creates new ways in which the organization can prosper.
Tolerant of ambiguity and complexity	Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
Initiating	Frequently introduces new ideas.
Confident, accepting of self	Appears secure about abilities and recognizes personal shortcomings.
Persistent	Continues to act on beliefs despite unexpected difficulties.
Dependable, reliable	Can be counted on to follow through to get the job done.
Courageous, risk-taker	Willingly tries out new ideas in spite of possible loss or failure.
Committed to common good	Works to benefit the entire organization, not just self.
Intelligent with practical judgment	Learns quickly, and knows how and when to apply knowledge.
Communication (listening, oral, written)	Listens closely to people at work, and organizes and clearly presents information both orally and in writing.
Sensitivity, respect	Shows genuine concerns for the feelings of others and regard for them as individuals.

Sources of Relationships Matrix, Page 1

	Stakeholders	Norms	Decisions	Policies
Stakeholders				
Norms				
Decisions				
Policies				
Competitors				
Organizational Structure				
Resources				
External Factors				

Sources of Relationships Matrix, (cont.)

	Competitors	Organizational Structure	Resources	External Factors
Stakeholders				
Norms				
Decisions				
Policies				
Competitors				
Organizational Structure				
Resources				
External Factors				

Insightful On-the-Job

List and describe situations on-the-job in which you feel you were insightful:

1.

2.

3.

4.

Insightful Solution Worksheet

Situation:

Your Solution:

In what ways could you consider this solution to be insightful?

Insightful Case Study

Building a Professional Team

Dr. Kenya Diallo became the principal of Southport Technical School a year ago. After six months of careful observation and planning, Kenya decided that there was a real need to integrate the vocational and academic curricula. The curricula had always been separated at Southport. Kenya wanted to make the total set of offerings more meaningful for the students. The main objective, she thought, would be to institute curriculum changes that would enable students to understand why they were taking particular courses and how the courses contributed to career choices. Kenya also felt that it was of primary importance to deliver the best content in the best manner possible to all students.

Using the *Sources of Relationships Matrix*, what are some of the relationships Kenya will have to be aware of if she is going to pull off this integration?

What are some of the other attributes that will prove to be helpful to Kenya?

What are some of the insights Kenya needs to have to ensure a successful implementation?

Learning Experience Guide #11

Visionary*

Purpose	
Participants will become more visionary by looking to the future and considering factors that might have implications for their organizations.	

Behavioral Objective	
Given:	The importance of looking ahead to the long-term vitality of the organization.
Behavior:	Look to the future for new ways in which the organization can prosper.
Standard:	The new idea(s) will be acceptable to the members of the organization.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Monitor predictions of the future and look for social, economic, and educational trends that are/will impact your organization. 2. Analyze and synthesize these expectations and draw implications for the organization. 3. Decide how the organization should position itself in light of the implications. 4. Compare this position with the existing vision statement or relevant policies. 5. Suggest changes in the vision statement or policies where indicated.	1. Recall the tasks for which vision is important. 2. Recall the trends of information that should affect organizational vision and policies (e.g., demographic, economic, etc.) 3. Recall where these kinds of information can be found.

* Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present the *LAI's* definition of visionary. 2. Present *Webster's* definition of vision. 3. Present the purpose and behavioral objective of this learning experience.	Trans.: V1.T V2.T V3.T
Need-To-Know Information	4. Review the *LAI* definition of visionary transparency. Lecture on the meaning of visionary and the idea of dreams. 5. Present the information on the following: a. When should a leader be visionary? b. Developing a vision. c. Implementing a vision. d. Balancing attributes when being visionary.	Trans.: V1.T V4.T V5-6.T V7-15.T V16.T V17-18.T
Demonstration & Guided Practice	6. Ask a volunteer to bring their organization's vision statement to class. Go through each of the factors: Competitors, Society, Workforce, Government, Product/Service, and Finances. Hand out copies of the vision statement. Pose the following questions to the group: a. What future factors and/or trends have been presumed? b. Are they accurate? c. In light of them, are the organizational positions in the vision reasonable? d. What important factors have *not* been considered? Would considering them (and their implications) cause the vision to change?	

Lesson Stage	Instructor Actions	Resources
Unguided Practice	7. Have the participants choose a visionary behavior from their *Visioning On-the-Job* worksheet (this should have been handed out at the beginning of class) and elaborate on the chosen visionary behavior using the *Vision/ Policy Plan* worksheet. Alternative Activity: Have the participants critique their current organization's vision statement.	Handouts: V1-2.W
Evaluation	8. Break participants into small work groups (approximately four per group). Ask each participant to relate her or his *Vision/Policy Plan* to the group. Ask the members of the group to evaluate the presenter, using the *Vision/Policy Plan Evaluation* sheet.	Handout: V3.W
Feedback	9. The members in the small groups will give the presenter their *Vision/Policy Plan Evaluation* sheet and provide verbal feedback after the presentation.	
	[Estimated In-Class Time: 3 hours First Session: 2 hours Reporting Session: 1 hour] [Estimated Out-of-Class Time: 1 hour]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 18 transparencies (V1-18.T)

Handouts:
Visioning On-the-Job sheet (V1.W)
Vision/Policy Plan Worksheet (V2.W)
Vision/Policy Evaluation sheet (V3.W)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (V1-18.T)
1 distribution of *Visioning On-the-Job* sheet (V1.W)
1 distribution of *Vision/Policy Plan* worksheet (V2.W)
1 distribution of *Vision/Policy Evaluation* sheet (V3.W)

Supplemental Readings

Guralnik, D. B. (Ed.). (1984). *Webster's new world dictionary*. New York: Warner Books.

Helgesen, S. (1990). *The female advantage: Women's ways of leadership*. New York: Doubleday Currency.

Nanus, B. (1992). *Visionary leadership*. San Francisco: Jossey-Bass.

Tichy, N., & Devanna, M. (1990). *The transformational leader*. New York: John Wiley & Sons.

Wheatley, M. (1992). *Leadership and the new science: Learning about organization from an orderly universe*. San Francisco: Berrett-Koehler.

Notes for Presentation of Rationale

A. Introduction

Dr. Martin Luther King presented an inspiring and transforming vision in his famous, "I Have a Dream," address at the Washington Monument. He created a picture of the United States as a place of equality for all. He talked about children, regardless of ethnicity, playing together and holding hands. He also described an America that offered equal opportunities to all in the workplace. The vision had a motivating pull; it became a future to strive for and a catalyst for change. According to Aristotle, "The soul . . . never thinks without a picture."

Tichy and Devanna (1990) state that in organizations, visions are rarely one person's dream, but rather are the expressed commitment of a group. In these cases, the vision is a complex collage of what the organization should strive to become. The vision constructs the future and provides an overreaching framework to guide day-to-day decisions and priorities.

Visioning becomes empowering and motivating. It is the challenge for which the organization and its members strive and a source of self-esteem. It is often the absence of a vision that causes organizations to fail in their efforts to bring about needed changes.

B. Definition of Visionary (*LAI*):

Looks to the future and creates new ways in which the organization can prosper.

C. Definition of Vision (*Webster's*):

1. the power of seeing
2. something supposedly seen in a dream . . .
3. a mental image
4. the ability to foresee something as through mental acuteness (p. 1291).

D. Present the Purpose and Behavioral Objective.

Purpose: Participants will become more visionary by looking to the future and considering factors that might have implications for their organizations.

Given: The importance of looking ahead to the long-term vitality of the organization.

Behavior: Look to the future for new ways in which the organization can prosper.

Standard: The new idea(s) will be acceptable to the members of the organization.

Notes for Presentation of the Need-To-Know Information

A. A visionary person is one who has the ability to look to the horizon and mentally see a goal on which the members within the organization should set their sights. It is the ability to project, from the organization's current position, a new position to help the organization prosper, remain vital, and maintain its edge as a potent competitor. To be visionary, a leader must have a vision for the organization. This vision in the initial stages is a mental image, a dream, an idea, a concept of what could be. A dream, however, is only a dream. Leaders must be able not only to provide the members of an organization with the mental vision, but also to furnish a plan to secure the vision. They must lead the individuals along the path to the organization's vision.

We have all known individuals who are dreamers. They come up with new ideas every other day, but nothing ever happens. A favorite is to ask people what they plan to do with their lives. Many will say I want to be a CEO of a large organization. However, when you ask many of them how they plan to do this, they do not know the steps to achieve this position. Others, have a plan. They might indicate that they are going to go to college, take business courses, obtain a job in an organization—maybe not at the top right away, but they will work their way up—and so on. (There are of course many ways to obtain such a position, i.e., entrepreneur, family-owned business, etc.) An individual in this latter group has a plan and knows the steps needed to procure such a position. They will probably be able to achieve their dream, whereas those without a plan will probably move onto another dream in a short period of time—another dream that will not be realized.

B. When Should a Leader Be Visionary?

A leader must lead the development of the overall vision (vision statement) for the organization. This vision statement is a long-term target, which the entire organization strives for on a daily basis. All organizations should have a vision statement. A leader's ability to take a visionary stance while engaging in everyday tasks or behaviors is as important as the vision statement. For example, taking a visionary stance

1. while achieving professional goals (Achievement-oriented).
2. while initiating new ideas (Initiating).
3. while communicating essential information to the organization (Communication).
4. while trying to motivate others (Motivating others).
5. when planning to meet the organization's responsibilities or goals (Planning).
6. when organizing the processes to achieve goals (Organizing).
7. while coaching members of the organization (Coaching).
8. while offering decisions or solutions to members within an organization (Decision-making/Problem-solving).
9. while gathering pertinent information for the organization (Information management).

A vision, therefore, can be as large as a vision statement, or as small as initiating a new policy within a department. Many organizations have wonderful vision statements; however, many of the policies that are generated and adopted do not fit or sometimes even go against the essence of the vision statement. A leader knows the higher-order vision statement and carefully reviews ideas that could become policy. If an idea does not advance the attainment of the vision statement, it should be rejected, or the vision statement should be revisited for modification.

C. Developing a Vision

How to begin thinking like a visionary: Ask yourself thought provoking questions.

Where do you see the organization in the next 25 years, the next ten years, the next five years, and one year from now, in terms of:

1. Competitors

- Are you as competitive as you could be?
- What do other organizations in your business do differently?
- What is their standing within society?
- Do they serve different clientele?
- Can you learn something from them?
- What unique niche can your organization carve out?
- What are your organization's strengths/weaknesses?
- Can you increase quality of product/service? Is your quality competitive?

2. Society

- Are society's values changing? Should you change?
- What will be different in society in the years to come?
- Who will the clientele be in the years to come? Will they be different?
- Will your clientele's values be different?
- Will your clientele's training be different?
- What are some of the basic issues (or problems) that an organization of your type faces (e.g., are students being trained effectively, are there jobs available?)
- What do members of society complain about?

3. Workforce

- Are you treating every member within your organization fairly?
- Are the members within your organization satisfied?
- Will members need different skills?
- Because of changes in other domains (e.g., society) will your workforce expectations change?
- What goal can you give your workforce that will motivate them and produce a sense of pride, ownership, and so forth?
- Have you prepared your staff for continuous change?
- Could your staff be considered a learning organization?
- What kind of organization do you want to be (e.g., humanistic, authoritarian, conservative, family-oriented, low-turnover, diverse team-player, and so on), and how will this stance affect your market share, potential applicants, organizational climate, and standing within the community?
- What do special interest groups and/or stakeholders (such as unions, associations, parents, yourself) think about your organization? Will this relationship change in the future?
- Are there areas in which your staff needs development (e.g., leadership, management, technical training)?

4. **Product/Service**

- Will you be producing an obsolete product/service in five years, ten years, and so on?
- What will society and clientele be demanding in the future?
- How large or small do you want to be? Is your marketshare saturated? How can you increase it?
- Are your processes to produce the product/service up-to-date? For how long?
- What can you change about your current product/service that will be new? Quality? Affordability? Packaging? Colors? Style? Customers (i.e., older, younger, different interests)? Add-on products/services (e.g., extended hours, technical counseling)?

5. **Government**

- Are there new laws coming that will affect your organization?
- What are the legislative members advocating?
- What trends can you foresee that might affect the way things are run now?

6. **Finances**

- Are you profitable enough?
- Could you increase your profit margin, thus releasing monies for research, employee development, or upgrading facilities?

D. Where Will You Find the Answers?

1. **Start with dialogue.** To obtain the information that you will need to answer some of the questions listed above, it is important to start talking with other individuals who might have some insights into the issues. A leader should be good at networking and information-gathering. Talk with competitors, community groups, your workforce, researchers, and governmental representatives. In most cases, individuals are more than happy to discuss contemporary issues. If you run up against a roadblock with one organization, try another. A good leader will hurdle obstacles.

2. **Other places you can obtain information:**

Newspapers
Journals
Literature Reviews
Libraries
Corporate Reports
Books
Courses, Seminars, Workshops
In-house Organizational Financial Records

E. Implementing a Vision

Visions are needed not only for the organization as a whole (vision statement), but also within individual departments, work groups, and other levels. In other words, visioning is important at every level of the organization. If the organization's visions are also personal visions of employees, the match will help make the vision a reality, as individuals will be motivated to execute the required behaviors to accomplish the necessary steps in striving to obtain the vision.

If a leader perceives that organization members will not be motivated to engage in the steps to reach the vision, it is her/his responsibility to sell the vision to them. Communication of the vision is as important as having the ability to generate the vision. If the leader has no followers, s/he can hardly be called a leader. A leader of one is a leader of none.

Because visions are about the future, be prepared for some ridicule. Your job as a leader is not only to have a vision, but also have a plan for how to communicate it successfully and how to achieve the vision. You will have to communicate to the members how the new vision is advantageous for them. Tell them what is in it for them.

Visioning should entail the following steps:

1. Generate futuristic trends you foresee for your organization.
2. Generate a vision for your organization: Where do you want to be?
3. Generate a vision plan: What steps are needed to make the vision a reality? Develop an action plan.
4. Communicate the vision to members within your organization.
5. Evaluate your progress periodically.
6. Make changes to redirect your efforts if necessary.

F. Balancing Attributes When Being Visionary

1. **Insightful** *(Reflects on the relationship among events and grasps the meaning of complex issues quickly).* In many cases, a vision is not completely original. It might be made up of pieces of information to which everyone has access; however, a leader will reflect on the relationships of already existing data and put them back together in an insightful manner. Sometimes it is difficult to break out of functional fixedness (the inability to see new functions/relationships for familiar objects/ideas). In some cases, your vision will not only be insightful, but also it could be considered very original and creative.

2. **Adaptable, open to change** *(Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans).* To obtain buy-in from the members of the organization, it is necessary to let them participate in some of the decisions about how the organization will reach its vision. Suggestions from stakeholders will prevent you from making mistakes due to your lack of knowledge in their particular domain. You might need to modify some of the steps to reach your vision.

3. **Tolerant of ambiguity and complexity** *(Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding).* There are many unknowns when working toward a goal that is, as yet, intangible. Some of the steps to reach your vision might have to be changed as new data emerges.

4. **Achievement-oriented** *(Shows commitment to achieving goals and strives to keep improving performance).* Followers must be certain that you can achieve the goals you set forth. If you do not have a credible achievement record, followers will not believe in the possibility of reaching the vision. They will think that it is

just another idea that won't reach closure. A leader must be cautious, however. If followers believe that the vision is only for the betterment of the leader to achieve her or his own personal goals, they will lack the motivation to participate in reaching the vision.

5. **Accountable** *(Holds self answerable for work and willingly admits mistakes).* Every member within the organization must be working toward the vision, including the leader. Followers find it aggravating to be told a vision and how they are expected to work toward the goal, if the leader is not accountable for her or his own actions or exhibits behaviors that are not in line with the espoused vision.

6. **Initiating** *(Frequently introduces new ideas).* It is not enough for the leader to dream about future. A leader must introduce the vision to the other organization members. Any new ideas initiated after the vision is communicated should be in line with the vision. Many managers will make new policies or introduce new ideas without considering the vision of the organization or evaluating how this new idea, which might turn into policy, affects the overall vision of the organization. It is a leader's responsibility to assure that new policies are within the path of reaching the vision.

7. **Confident, accepting of self** *(Appears secure about abilities and recognizes personal shortcomings).* It is not going to be easy in some cases to communicate a new protocol for action. A leader must feel confident enough to espouse new practices that will help the organization prosper in the future. These new practices/visions might be rejected at first. Being prepared with a vision plan will help the leader convince the members.

8. **Persistent** *(Continues to act on beliefs despite unexpected difficulties).* Because of the unknown elements involved in striving for a futuristic goal, it is sometimes difficult to delineate correctly the necessary specific steps. A leader will continue to strive toward the vision even when difficulties arise. Because the vision is the ultimate goal of the organization, it probably will not need to be changed (if it was well thought out in the beginning and is truly futuristic). However, some of the steps in achieving the vision might need to be altered. When it is evident that something needs to be changed, persistence is not as important as being adaptable, open to change.

9. **Enthusiastic, optimistic** *(Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities).* If you are excited about the vision, then it is probable that you will be able to get others excited about seeing the possibilities for the organization. Everyone likes to be around enthusiastic people, they are like a magnet.

10. **Tolerant of frustration** *(Acts calmly and patiently even when things don't go as planned).* Things do not always go as planned. Having a composed attitude when difficulties arise will make followers look to you for further direction. If you get all bent out of shape when a difficulty arises, staff will avoid telling you when something is not going right. The problems will get worse, and you will not even know about them until it is too late.

11. **Dependable, reliable** *(Can be counted on to follow through to get the job done).* If your organization has a goal and you as a leader want people to work toward this goal, then you will be expected to follow through and complete the necessary tasks at hand. Many organizations have wonderful visions, but the employees know that

management and the leaders are only talking. They will wait until this new vision has aged awhile because they know it, too, will blow over. In some cases, it is not good enough just to get the job done; evaluation of the effort and feedback to the members is essential for a feeling of closure.

12. **Courageous, risk-taken** *(Willingly tries out new ideas in spite of possible loss or failure).* Most visions require a certain amount of risk. They are intangible concepts, not yet realized. An organization might fail. A leader's vision might fail. True leaders, however, understand the risks, motivate the employees to try, and, to the best of their ability, prepare the organization for success. If the members understand some of the risks involved, they will be better prepared to forge ahead. Leaders must take risks to be on the cutting edge.

13. **Committed to the common good** *(Works to benefit the entire organization, not just self).* As noted during discussion of "achievement-oriented," followers must believe that leaders are committed to working on behalf of all the members. Followers must see the vision as benefiting more than just the leader. Employees will not follow a person who seems to work only to benefit her- or himself. They want to know what's in it for them.

14. **Personal integrity** *(Speaks frankly and honestly and practices espoused values).* If employees believe that the leader is not willing to walk the talk, they are highly unlikely to be motivated to achieve the steps necessary to grasp the vision.

15. **Intelligent with practical judgment** *(Learns quickly, and knows how and when to apply knowledge).* The more well-thought-out the vision and the steps in obtaining the vision, the more likely it is that followers will believe that the leader is competent. Knowing when to make sole decisions and when to ask for participation from the group (even though you know the answer) is sometimes a fine balancing act.

16. **Ethical** *(Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny).* It is a leader's responsibility to think not only about the elements that affect the organization internally, but also to look beyond the walls of the organization to review how outside stakeholders and agencies will evaluate the vision being espoused. Leading followers down a path that might have them boycotted at some point is truly unethical. Followers deserve to know certain information about the organization. It is up to the leader to weigh information and impacts and to divulge what is necessary, so that employees can make their own decisions as to whether or not they want to follow.

17. **Communication (listening, oral, written)** *(Listens closely to people at work, and organizes and clearly presents information both orally and in writing).* The decisions made about the process of communicating the vision for acceptance will either make or break its success. A well-thought-out vision that is communicated poorly or does not take into consideration important factors of human behavior will fail. Obtaining buy-in through participatory and conscientious planning, and anticipating the motivational factors, will be pertinent to getting others to work toward your vision.

18. **Motivating others** *(Creates an environment in which people want to do their best).* Clearly communicating the vision to employees will help them see the big picture and give them a target to aim for. In addition, employees need to know

"What's in it for them." A leader needs to know how to motivate employees to engage in behaviors along the way to bring the vision to reality.

19. **Networking** *(Develops cooperative relationships within and outside of the organization).* Knowing what others are doing in your field will help you carve out your vision. Gaining information from those who are already successful might help you plan the necessary steps and, also, prepare against failure.

20. **Planning** *(In collaboration with others, develops tactics and strategies for achieving organizational objectives).* A well-thought-out vision is like a goal, and it should include the steps necessary to reach the target. The more time spent upfront in the planning process, the more likely it is that the vision will become a reality.

21. **Organizing** *(Establishes effective and efficient procedures for getting work done in an orderly manner).* The more organized the implementation of the vision is, the more likely employees will become followers. If the vision plan runs smoothly, followers will have more confidence in succeeding (all employees want to be successful and on the winning team). A well-orchestrated plan will also help followers organize their own work effectively and, if necessary, bring up issues that might hinder progress.

22. **Team-building** *(Facilitates the development of cohesiveness and cooperation among the people at work).* A leader cannot make a vision a reality on her/his own. Developing appropriate working groups to achieve the necessary steps and building a sense of team effort will be essential to realizing the organization's potential.

23. **Coaching** *(Helps people develop knowledge and skills for their work assignments).* Once a vision is in place, it is a leader's responsibility to provide followers with the means to do their jobs. In many cases, leaders ask employees to join them on a new quest. Consequently, this usually means that the leader will be asking employees to engage in new behaviors for which they might need training. Anticipating the need for training and providing the necessary resources will help make employees more comfortable with any changes that might be forthcoming.

24. **Conflict management** *(Brings conflict into the open and uses it to arrive at constructive solutions).* Because visions, in some cases, might mean a shift in ingrained policies or in the allocation of resources, conflict is sure to arise. If, as a leader, you keep a team spirit in mind, while openly discussing issues surrounding any dissension, it will help employees feel comfortable bringing issues to you and adjusting to various shifts.

25. **Time management** *(Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner).* Credibility often lies with being able to achieve goals on time. The vision plan should have certain deadlines, which should be kept. This not only increases the perception of credibility, but also helps employees plan their own schedules.

26. **Appropriate use of leadership styles** *(Uses a variety of approaches to influence and lead others).* Different individuals and groups will have different needs in regard to managing them. Changing your style of leadership to best influence and motivate others is essential. Even more important is the ability to anticipate what employees will need and to incorporate this into your plan.

27. **Ideological beliefs are appropriate to the group** *(Models and demonstrates belief in the basic values of the organization).* If your vision correlates well with the vision of the followers, this makes it easier for you. However, if you are advocating a belief system that is different from what followers are used to or already buy into, you should anticipate a more laborious task. When selling the vision, you will need to have the necessary data to persuade employees to become followers.

28. **Decision-making** *(Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions).* The effort you put into the decision-making process, and the completeness of your inquiries during initial vision development, will pay off.

29. **Problem-solving** *(Effectively identifies, analyzes, and resolves difficulties and uncertainties at work).* The visioning process can be viewed as one large and continuous problem. You are here and want to be there (vision). The process you follow to get there, and your ability to resolve issues that arise, will determine whether you maintain the motivation of the group and effectively achieve your vision.

30. **Information management** *(Identifies, collects, organizes, and analyzes the essential information needed by the organization).* To provide the steps to reach the vision, it is necessary that you leave no stone unturned in your quest for knowledge, not only in the developmental stages, but also as you lead others down the path toward the vision and come up against difficulties. The more cognizant you are of pertinent information concerning your organization, the more likely you will be able to act quickly and confidently. This will gain you more followers.

LAI Definition

Visionary

Looks to the future and creates new ways in which the organization can prosper.

Webster's Dictionary Definition of Vision

1. The power of seeing.

2. Something supposedly seen in a dream, trance, and so forth.

3. A mental image.

4. The ability to foresee something as through mental acuteness.

Visionary

Purpose: Participants will become more visionary by looking to the future and considering factors that might have implications for their organizations.

Behavioral Objective:

Given: The importance of looking ahead to the long-term vitality of the organization.

Behavior: Look to the future for new ways in which the organization can prosper.

Standard: The new idea(s) will be acceptable to the members of the organization.

Leaders must

provide members of the organization with a mental vision,

and

furnish a plan to secure the vision.

When should a leader be visionary?

A vision can be as large as a vision statement, or as small as initiating a new policy within a department.

Leaders Take a Visionary Stance While Engaging in Everyday Tasks/Behaviors

- Achievement-oriented
- Initiating
- Communication
- Motivating others
- Planning
- Organizing
- Coaching
- Decision-making/Problem-solving
- Information management

Developing a Vision

Where do you see the organization in the next 25 years, in terms of

- Competitors?
- Society?
- Workforce?
- Product/Service?
- Government?
- Finances?

The next ten years?

The next five years?

One year from now?

Competitors

Are you as competitive as you could be?

What do other organizations in your business do differently?

What is their standing within society?

Do they serve different clientele?

Can you learn something from them?

What unique niche can your organization carve out?

What are your organization's strengths/weaknesses?

Can you increase quality of product/service? Is your quality competitive?

Society

Are society's values changing? Should you change?

What will be different in society in the years to come?

Who will the clientele be in the years to come? Will they be different?

Will your clientele's values be different?

Will your clientele's training be different?

What are some of the basic issues (or problems) that an organization of your type faces (e.g., are students being trained effectively, are there jobs available)?

What do members of society complain about?

Workforce

Are you treating every member within your organization fairly?

Are the members within your organization satisfied?

Will members need different skills?

Because of changes in other domains (e.g., society) will your workforce expectations change?

What goal can you give your workforce that will motivate them and produce a sense of pride, ownership, and so forth?

Have you prepared your staff for continuous change?

Could your staff be considered a learning organization?

What kind of organization do you want to be (e.g., humanistic, authoritarian, conservative, family-oriented, low-turnover, diverse team-player), and how will this stance affect your market share, potential applicants, organizational climate, and standing within the community?

What do special interest groups and/or stakeholders (such as unions, associations, parents, yourself) think about your organization? Will this relationship change in the future?

Are there areas in which your staff needs development (e.g., leadership, management, technical training)?

Product/Services

Will you be producing an obsolete product/service in five years, ten years, and so on?

What will society and clientele be demanding in the future?

How large or small do you want to be? Is your marketshare saturated? How can you increase it?

Are your processes to produce the product/ service up-to-date? For how long?

What can you change about your current product/service that will be new? Quality? Affordability? Packaging? Colors? Style? Customers (i.e., older, younger, different interests)? Add-on products/services (e.g., extended hours, technical counseling)?

Government

Are there new laws coming that will affect your organization?

What are the legislative members advocating?

What trends can you foresee that might affect the way things are run now?

Finances

Are you profitable enough?

Could you increase your profit margin, thus releasing monies for research, employee development, or upgrading facilities?

Where will you find the answers?

Networking and information-gathering by dialoging with

- competitors.
- community groups.
- your workforce.
- researchers.
- governmental representatives.

Other Places To Obtain Information

- Newspapers
- Journals
- Literature reviews
- Libraries
- Corporate reports
- Books
- Courses, seminars, workshops
- In-house organizational financial records

Implementing a Vision

Visioning should entail the following steps:

1. Generate futuristic trends you foresee for your organization.
2. Generate a vision for your organization: Where do you want to be?
3. Generate a vision plan: What steps are needed to make the vision a reality? Develop an action plan.
4. Communicate the vision to members within your organization. (A leader of one is a leader of none.)
5. Evaluate your progress periodically.
6. Make changes to redirect your efforts if necessary.

Balancing Attributes When Being Visionary

Insightful	Reflects on the relationship among events and grasps the meaning of complex issues quickly.
Adaptable, open to change	Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.
Tolerant of ambiguity and complexity	Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
Achievement-oriented	Shows commitment to achieving goals and strives to keep improving performance.
Accountable	Holds self answerable for work and willingly admits mistakes.
Initiating	Frequently introduces new ideas.
Confident, accepting of self	Appears secure about abilities and recognizes personal shortcomings.
Persistent	Continues to act on beliefs despite unexpected difficulties.
Enthusiastic, optimistic	Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.
Tolerant of frustration	Acts calmly and patiently even when things don't go as planned.
Dependable, reliable	Can be counted on to follow through to get the job done.
Courageous, risk-taker	Willingly tries out new ideas in spite of possible loss or failure.
Committed to the common good	Works to benefit the entire organization, not just self.
Personal integrity	Speaks frankly and honestly and practices espoused values.
Intelligent with practical judgment	Learns quickly, and knows how and when to apply knowledge.

Ethical	Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny.
Communication (listening, oral, written)	Listens closely to people at work, and organizes and clearly presents information both orally and in writing.
Motivating others	Creates an environment in which people want to do their best.
Networking	Develops cooperative relationships within and outside of the organization.
Planning	In collaboration with others, develops tactics and strategies for achieving organizational objectives.
Organizing	Establishes effective and efficient procedures for getting work done in an orderly manner.
Team-building	Facilitates the development of cohesiveness and cooperation among the people at work.
Coaching	Helps people develop knowledge and skills for their work assignments.
Conflict management	Brings conflict into the open and uses it to arrive at constructive solutions.
Time management	Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.
Appropriate use of leadership styles	Uses a variety of approaches to influence and lead others.
Ideological beliefs are appropriate to the group	Models and demonstrates belief in the basic values of the organization.
Decision-making	Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
Problem-solving	Effectively identifies, analyzes, and resolves difficulties and uncertainties at work.
Information management	Identifies, collects, organizes, and analyzes the essential information needed by the organization.

V18.T

Visioning On-the-Job

Situation	Suggestion
1.	
1. Why could this be considered visionary?	
2.	
2. Why could this be considered visionary?	
3.	
3. Why could this be considered visionary?	
4.	
4. Why could this be considered visionary?	
5.	
5. Why could this be considered visionary?	

Vision/Policy Plan Worksheet

Anticipated trends:
Your organization's current vision:
New vision or policy:
Steps needed to implement vision or policy (including resource considerations)*:

Communication considerations and relationship considerations**:	Special actions taken:

* The *Cost/Benefit Worksheet* form can be used ("Decision-making" learning experience).

** The *Sources of Relationships Matrix* can be used as a supplement here ("Insightful" learning experience).

Vision/Policy Plan Evaluation

Vision or Visionary Policymaking Plans		
Was vision/policy clearly stated?	Yes	No
Did the vision/policy look to the future?	Yes	No
Did the vision/policy include enough detail in the steps?	Yes	No
Would the steps lead to the vision statement?	Yes	No
Did the plan include communication considerations?	Yes	No
Were the action steps adequate to address the considerations?	Yes	No
Did the plan include evaluation?	Yes	No
Comments		

Learning Experience Guide #12

Stress Management*

Purpose

Participants will be able to distinguish between functional and dysfunctional stress, and identify conditions that lead to dysfunctional stress; and will be introduced to various methods to reduce or eliminate dysfunctional stress.

Behavioral Objective

Given:	Stress-producing events that occur on the job.
Behavior:	Identify types of stressors; plan, implement, and evaluate methods to manage dysfunctional stress.
Standard:	At least one intervention will have a positive outcome, as indicated by participant self-rating.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Identify hindrances on-the-job. 2. Identify current behavior in response to hindrances. 3. Identify the source of hindrances. 4. Plan for more constructive responses to future encounters with similar hindrances. 5. Implement and evaluate plans to eliminate or reduce dysfunctional stress.	1. Recall the differences between functional and dysfunctional stress, and challenges and hindrances. 2. Recall possible conditions as sources of dysfunctional stress. 3. Accept those functional stressors which are challenges of the reality a leader faces. 4. Recall methods which will reduce or eliminate dysfunctional stress.

*Requires *two* class sessions

Lesson Delivery Plan

(Participants should have been collecting stressful events for at least one month on the Stress Monitoring sheets.)

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lecture on need for leaders to manage stress. 2. Present the purpose and behavioral objective of this learning experience.	 Trans.: SM1.T
Need-To-Know Information	3. Present the *LAI* definition of stress management.	Trans.: SM2.T
	4. Lecture on	
	Functional vs. Dysfunctional Stress	SM3.T
	Challenge Disposition	SM4.T
	Hindrance Disposition	SM5.T
	Self-Fulfilling Prophecy	SM6.T
	Hindrance Disposition	SM7.T
	Gloom	SM8.T
	Leaders and Stress	SM9.T
	How to Reduce Dysfunctional Stress	SM10-11.T
	LAI Attributes and Stress	SM12-13.T
Demonstration & Guided Practice	5. Ask participants to bring their *Stress Monitoring* sheets to class. (*Stress Monitoring* sheets were handed out at the beginning of the program to allow participants to keep track of stressful events for a period of time.) Hand out the *Stress Management* sheets. Break the participants into small groups (approximately five per group). Have them look over the types of stressors they have listed on their *Stress Monitoring* sheets and see if any patterns emerge (approximately three minutes). Ask each participant to tell the group what seem to be some of the sources of stress and to choose one stressor to record on his or her *Stress Management* sheet under "Hindrances." 6. Discuss with participants ways to change the hindrance into a challenge and develop a plan with the group's input, advice, or agreement. 7. Bring the large group back together and discuss any interesting insights, common categories of dysfunctional stress, and so on.	Handouts: SM1-2.W

Lesson Stage	Instructor Actions	Resources
Unguided Practice	8. Ask the participants to continue to fill out the *Stress Management* sheets with hindrances they are sensing in their lives during the next month.	
Evaluation	9. With other class members, ask participants to identify one hindrance they faced, discuss the action they took to overcome it, and evaluate the success of the action. Also ask participants to discuss their reflections on the process (approximately five minutes).	
Feedback	10. After each presentation, have the group offer insights to the presenter's course of action.	
	[Estimated In-Class Time: 3 hours First Class Session: 2 hours Reporting Session: 1 hour] [Estimated Out-of-Class Time: 5 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	13 transparencies (SM1-13.T)
Handouts:	*Stress Monitoring* (SM1.W) *Stress Management* (SM2.W)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of 13 transparencies (SM1-13.T)
1 distribution of *Stress Monitoring* (SM1.W)
1 distribution of *Stress Management* (SM2.W)

Supplemental Readings

Covey, S. (1989). *The seven habits of highly successful people.* New York: Simon & Schuster.

Goliszek, A. (1987). *Breaking the stress habit: A modern guide to one-minute stress management.* Winston-Salem, NC: Carolina Press.

Gordon, J. (1990). *Stress management.* New York: Chelsea House Publications.

Monz, C. (1984). *The art of self-leadership: Strategies for personal effectiveness in your life and work.* Englewood Cliffs, NJ: Prentice Hall.

Notes for Presentation of Rationale

A. Because leaders are in the forefront, balancing a myriad of activities and engaging in actions that have implications not only for themselves but also for others, it is easy to understand that leadership can be stressful at times. Leaders need to develop the capability to use stress to their advantage as much as possible and to reduce or eliminate unneeded tension.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will be able to distinguish between functional and dysfunctional stress, and identify conditions that lead to dysfunctional stress; and will be introduced to various methods to reduce or eliminate dysfunctional stress.
Given:	Stress-producing events that occur on the job.
Behavior:	Identify types of stressors; plan, implement, and evaluate methods to manage dysfunctional stress.
Standard:	At least one intervention will have a positive outcome, as indicated by participant self-rating.

Notes for Presentation of Need-To-Know Information

A. Stress Management (Effectively deals with the tension of high-pressure work situations.)

B. Functional vs. Dysfunctional Stress

At first glance, the concept that stress could be functional raises some eyebrows because stress has been more commonly associated with the negative effects it can have on a person. Stress has been popularized as something aversive, harmful, and even injurious. We hear a lot about people "suffering" from stress, never about people being "vitalized" by stress. A certain level of functional stress is necessary to keep individuals going. If all stress were removed from life, where would we be?

Functional stress is defined as the positive sensations people perceive when exposed to situations that encourage them to reach their full potential. The stressors involved in functional stress can be viewed as challenges. *Dysfunctional stress* is defined as the negative sensations perceived when exposed to situations that obstruct the path to an individual reaching full potential. The stressors involved in dysfunctional stress can be viewed as hindrances. An important factor in the definitions of both stresses is the individual's perception of whether the sensations are positive or negative. If the individual perceives the sensations to be positive, the situation will be viewed as a challenge. Likewise, if the individual perceives the sensations to be negative, the situation will be viewed as a hindrance.

C. Challenges vs. Hindrances

As stated earlier, whether an individual perceives the situation to be positive or negative determines whether the situation will be viewed as a challenge or a hindrance, respectively. Two people can view the exact same situation differently. For example, company XYZ has been having financial difficulty and there is talk of a large layoff. Employee "A" has a challenge disposition, and Employee "B" has a hindrance disposition. The following sections show how the two employees would view the same situation.

D. Challenge Disposition (Employee A)

1. This opens the door for me to find work that might be more challenging.
2. Learning the skills of a different job will increase my job skills and make me more marketable in the future.
3. I might find a job in a company with better management.
4. This gets me out of the rut I've been in and have gotten used to.
5. I'll have the opportunity to meet new people.
6. This forces me to reevaluate my skills and perhaps find a new line of work I would be interested in.
7. I could even change locations and be exposed to new areas of the country.

E. Hindrance Disposition (Employee B)

[When presenting the transparencies for this section, start off just showing the "Why me!" item below and cover the other seven items. After that, show item #1 of the Challenge Disposition, then item #1 of the Hindrance Disposition; show item #2 of the Challenge Disposition, then show item #2 of the Hindrance Disposition. Continue in this fashion so participants get the feel for the difference in attitudes.]

Why me!

1. Where am I going to find a job?
2. Now I'll probably have to learn the idiosyncrasies of a new job.
3. Now I'll have to get used to a new boss. I just got the other one trained to put up with me.
4. I just got used to working here. Now I'll have to get used to a new job.
5. Now I'll have to meet new people and get used to them.
6. I hate looking for a job. I'll probably have to develop a new résumé.
7. I probably won't find a job around here and will have to move.

There is going to be a certain amount of change and activity in both Employee A's and Employee B's life, which will produce a level of stress. However, Employee A is going to be invigorated and look at the situation as a challenge, whereas Employee B will probably get anxiety-stricken and look at the entire situation as a hindrance.

Why do two people, put in the same situation, and under the same circumstances, respond differently? One feels distressed and anxiety-stricken, while the other feels energized and challenged. The two people perceive and respond differently due to the fact that they have different opinions about the variables involved in the situation. These opinions derive from anticipating an outcome for an event and labeling the event as either negative or positive. We all have a tendency to anticipate the outcome of events that have not yet occurred.

F. Self-Fulfilling Prophecy

A preconceived notion of how an event will turn out (negative or positive) produces a perceptual filter through which we evaluate the event's variables and determine our options. Both the evaluation of the variables and the options we generate are colored by our initial perception of the situation (hindrance vs. challenge). If we believe that the situation is negative, we classify our feelings toward it as negative; and it is more than likely that we will feel negative stress and view the situation as a hindrance. The sad thing about it is the probability that the situation will indeed turn out negatively because of the way the individual feels about it and the way the individual approaches the situation. This is called a self-fulfilling prophecy. If you think something bad is going to happen, it usually does.

Looking back at the layoff example and Employee B (Hindrance Disposition), there is a good chance that Employee B's situation will be stressful and turn out negatively because of the energy he or she wasted on negative feelings. As individuals, we only have so much energy at our disposal. If we use our energy to maintain negative feelings such as worrying about the future, we will have less energy to use for positive responses such as thinking about the available options and taking action. Employee B will waste energy on

1.	feeling sorry for self.	(Why me!)
2.	worrying about not finding a job.	(Where am I going to find a job?)
3.	rejecting acquiring new skills.	(Now I'll probably have to learn the idiosyncrasies of a new job.)
4.	resenting having to be "good" for awhile.	(Now I'll have to get used to a new boss. I just got the other one trained to put up with me.)
5.	disliking new experiences.	(I just got used to working here. Now I'll have to get used to a new job.)
6.	detesting building new relationships.	(Now, I'll have to meet new people and get used to them.)
7.	being annoyed at having to look for a job.	(I hate looking for a job. I'll probably have to develop a new résumé.)
8.	anticipating the worst.	(I probably won't find a job around here and will have to move.)

Not only will Employee B suffer during the course of trying to find a new job, but also he or she will probably not get hired as easily as Employee A because Employee B's negative attitude will show through during interviewing. This will prolong Employee B's stressful unemployment situation, adding to his or her negative feelings about the layoff. Thus, another self-fulfilling prophecy comes true. The layoff was truly a negative experience and warranted the negative initial feelings.

The saddest thing about the self-fulfilling prophecy is that the perceptual filter (perceiving something as initially positive or negative before the event occurs) obstructs our ability to view future situations objectively by causing us to discount and reject information that disputes our original label and embrace and accept information that conforms to it. Consequently, even if good things did occur for Employee B during the course of looking for, acquiring, and performing in that new job, he or she would discount this information and play up the negative events to justify his or her initial feelings.

Perceptual bias is one of the reasons prejudice remains in our society. As individuals, we want to validate our beliefs and we readily accept information that conforms to our belief system. We have difficulty accepting information that does not fit, so we discount it or reject it as irrelevant. It is difficult to take in new information objectively from an unbiased viewpoint.

The point of this section in the learning experience was to acknowledge that leaders face situations in which there will be stressors. Most of these stressors are unavoidable factors that need to be viewed as givens of the job. These stressors can be viewed as challenges or hindrances from the leader's standpoint. Remember that challenges and hindrances are based on whether a person views his or her response sensations as positive or negative, respectively. It is how you feel inside about the situation (physiological arousal) that is key to understanding stress management. To be able to manage stress, the overall physiological arousal you are feeling needs to be positive rather than negative. Because stress is part of the role of leaders, you will need to change the way you look at stressors to be able to manage them.

To manage stress, you do not need to change your opinion about whether a situation is positive or negative, but, rather, you need to change how you feel about the situation. Stress management is not about changing your belief system—what you believe to be right or wrong; it is about changing your physiological arousal level to a more positive response. Some situations are bothersome, unjust, unfair, and so on and they should be viewed as such.

The following is an example of the difference between changing your *attitude* about the way you feel (viewing stressors as challenges vs. hindrances, which causes positive rather than negative physiological arousal) and changing your *opinion* about the same situation (belief system). *[Use the following example between items three and four when presenting transparency SM9.T]:*

> Suppose that you are in a work meeting and someone says something derogatory about an underrepresented group, of which you are a member. The situation could be viewed as a potential hindrance to your success in the work group and in the organization as a whole. You are offended by the remark and view the situation as negative. You do not need to change your opinion and belief that the remark is an outrage or that you are angry. It is, and should be viewed as something about which you need to take action.
>
> It is at this point, however, that you can label the situation as either a challenge or a hindrance. If you label it a hindrance, your physiological arousal will be perceived as negative, and you will feel dysfunctional stress. Or, you can put a smile in your mind and view the situation as a challenge or opportunity to enlighten and raise the consciousness of the offender. We do not get many opportunities anymore to respond to blatant insults; most offenses have become more subtle. You will still feel physiologically aroused, but your perception of the arousal will be positive rather than negative.

Your challenge, as a leader, is to change hindrances into challenges or to remove hindrances that cannot be changed. It is important to remember that *both* changing hindrances and removing hindrances should be viewed and labeled as challenges for leaders.

G. How To Reduce Dysfunctional Stress

1. **Change hindrances to challenges by thinking about them differently (cognitive restructuring technique).** Ask yourself the following questions:

    a. What is the positive side of this situation?
    b. How can I overcome this obstacle?
    c. How do others react?
    d. What is the outcome I want?
    e. How do I want to feel about this situation?
    f. How do I want to think about this situation?

2. **Remove hindrances that cannot be changed.**

3. **Remove yourself from the situation.** There will be some situations in which you have tried to turn hindrances into challenges, or tried to remove hindrances, but nothing seems to work because of the dynamics and complexity of the variables involved. In this case, sometimes your best bet is to get out. This does not mean that you avoid or ignore the situation; you make a conscious decision to leave.

4. **Engage in the following physiological stress reduction methods:**

   a. *Deep muscle relaxation.* Lie in a comfortable position on the floor, relax your entire body, and close your eyes. Starting at your toes, tighten your toes and then relax them, tighten your ankles and then relax them, tighten your calf muscles and then relax them, work your way up your entire body until you get to your forehead, all the while tightening and then relaxing. It is important to tighten the muscles first and not to think that just relaxing will get rid of the stress in your muscles. You do not realize how much stress you have in your muscles until you tighten them first and then relax them. Tightening and relaxing will also help you to increase your ability to target the muscles that are the tightest.

   b. *Engage in physical exertion.* Play racquetball, lift weights, ride a bike, do aerobics, and so forth.

   c. *Meditate.*

   d. *Seek help.* If you are having physiological problems and can not seem to benefit from the unobtrusive methods mentioned above, seek medical or psychological attention. There are other techniques that professionals can suggest such as biofeedback.

5. **Respond rather than react to a situation.** Take a deep breath if you feel yourself becoming physiologically aroused, and wait until you feel you can respond in the way you want to respond.

6. **Seek the advice of others.** Discussing the situation with another person you trust adds new dimensions and allows you to see different angles. Perhaps you are not looking at all the variables of the situation or are too close to it. Get professional help, if needed.

7. **Keep physically fit.**

8. **Engage in cognitive and attitudinal restructuring.**

   a. *Change the way you think about things.* Instead of thinking about all the bad things in your life and on the job, focus on the good things. Make a list, and review the list often.

   b. *Engage in positive self-talk.* Tell yourself good things such as "I'm doing O.K.;" "This isn't so bad;" "I can handle this;" "I can solve this problem;" "It will be done." Or, think of one of your own, like the person who hums in his or her own mind, "Happy, that's the way to be," when things are not going as planned.

   c. *Put a smile in your mind.* Actually try to visualize a smile in your mind, and see if this does not have an effect. Try it now. Think about a smile and visualize it. You can feel your face lifting automatically and your attitude starting to change. Try this in a stressful situation, just after you take a deep breath before responding. It helps you gain your composure before you respond.

H. *LAI* Attributes and Stress

1. **Energetic with stamina** *(Approaches tasks with great energy and works long hours when necessary).* If you do not keep physiologically fit, you will not be able to put forth additional energy for the occasions when it is needed. You will not be able to meet the demands of the additional strain, and you will get behind, causing you to feel stressed.

2. **Tolerant of ambiguity and complexity** *(Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding).* In many circumstances, all the unknowns are not visible. This can be very stress-producing if you are the type of person who feels uncomfortable riding the storm for awhile until more information comes in. Leaders need to accept the fact that sometimes there is not any more information available and there is no sure method to follow.

3. **Achievement-oriented** *(Shows commitment to achieving goals and strives to keep improving performance).* Maintaining a certain level of motivation to strive continuously to improve your performance can be discouraging when you are constantly faced with situations that seem to pull you down. Sometimes you will want to say, "What is the use?" and give up. If you start to view obstacles as challenges, however, it will help you channel your energy more positively toward meeting the demands placed on you, and you will not waste your energy on maintaining negative thought patterns (e.g., This is too much for me; I cannot get ahead; There are too many obstacles that hinder my progress).

4. **Initiating** *(Frequently introduces new ideas).* It is not easy to submit new ideas to others when they have the possibility of being rejected. The situation can be compounded if you are a somewhat unassertive person and are shy about the entire process of speaking in front of others. To reduce your stress about speaking in front of others, try viewing the situation as an opportunity to change the existing system. You can also engage in other activities that force you to increase your willingness to speak up (e.g., courses like Dale Carnegie or public speaking).

   If you do not initiate ideas because you think others will disagree with you, you need to put that fear into perspective. So what, if your idea is rejected; it is only that person's opinion on this particular subject. Someone's opinion is not going to kill you. You have probably disagreed with thousands of others' opinions in the past. They did not die from it either.

5. **Persistent** *(Continues to act on beliefs despite unexpected difficulties).* Even under difficult situations, leaders are expected to meet the demands and persist with the expected game plan. They do not give up because the situation is stressful. If you think of these hindrances in terms of challenges, it will be easier for you to continue with your quest.

6. **Enthusiastic, optimistic** *(Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities).* Thinking of hindrances as

challenges, and challenges as your opportunity to change the system will help you to remain positive and in charge of your faculties during difficult times.

7. **Tolerant of frustration** *(Acts calmly and patiently even when things do not go as planned).* Face the fact that everything will not always go as you personally planned. Leaders deal with complex issues such as economic unrest, organizational change, system realities, governmental and organizational policies, and belief systems. All are created and managed by complicated entities called human beings, whose complexity is nowhere near the point of being understood. Any number of things can go awry. All changes in plans are not bad and, in truth, are likely to turn out well if you give them a chance.

8. **Courageous, risk-taker** *(Willingly tries out new ideas in spite of possible loss or failure).* The reason that risk-taking is viewed so negatively is that individuals obsess about failing instead of succeeding. Taking risks can be challenging and rather exciting, or it can be viewed as negative because we have let the risks become hindrances to our success.

9. **Even disposition** *(Displays a sense of humor and a stable temperament even in stressful situations).* Stressful situations can produce varied reactions, depending on the individual affected. Because followers are affected by a leader's reactions to situations, they scrutinize a leader's behavior very closely. If a leader reacts negatively (e.g., yells, becomes derogatory to those around her or him, makes unreasonable demands) to a situation, it has a direct effect on followers' attitudes toward the current situation and similar future situations because followers will be anticipating a similar reaction. The leader's negative reaction will cause followers to suffer from dysfunctional stress; and because the leader is the cause of this uneasiness, followers will begin to view the leader as negative. Followers' negative reactions to being put in this situation will not be voiced directly because of the risk involved. Instead, the dysfunctional-stress reaction will go underground and surface later as absenteeism, sabotage, verbal insults behind the leader's back, or, among other things, turnover.

   If leaders can wait a moment, take a deep breath, put a smile in their minds, and then respond to the situation in an even, positive manner, followers will be more likely to stand behind the leader and willingly engage in behaviors to help the leader conquer the challenges. Leaders are role models and set the stage for acceptable and unacceptable behaviors. If leaders react negatively in difficult times, others will follow this lead and feel they are justified in engaging in the same type of behavior. A common example of this follow-the-leader phenomenon, to which everyone can relate, occurs regularly in driving situations. In heavy traffic, if someone will not let you in on the highway, you get angry and, once you do get in, will feel justified not letting someone else in further down the road. Conversely, if someone stops and lets you in without any trouble, you feel fortunate and will repay the favor to someone else further down the line—because you feel this is the accepted behavior.

10. **Sensitivity, respect** *(Shows genuine concern for the feelings of others and regard for them as individuals).* When leaders react negatively in stressful situations and take out their frustrations on other members in the organization, this shows a total disrespect for other people's feelings. Just because a leader cannot view hindrances as challenges does not give that leader the right to trespass on others' attitudes projecting his or her negativity onto others.

11. **Motivating others** *(Creates an environment in which people want to do their best).* If you have ever managed other people, you will probably agree that there is nothing more frustrating than trying to figure out what would motivate an employee who is unmotivated. They seem to defy all possible logic. Leaders need to look at motivating others as a challenge. Try to find what motivates your members and then provide them with the motivators that are available through your organization. Everyone is motivated by something. Your challenge is to find out what drives them and decide whether you can give it to her or him. If a person is not motivated by motivators available to you through the organization and she or he is not performing her or his work duties, seriously think of termination. You and the employee will be better off in the long run. This is a hindrance you can do without.

12. **Networking** *(Develops cooperative relationships within and outside of the organization).* Look at networking as an opportunity to build beneficial relationships, to you and to the organization, rather than anticipating that you will be rejected. Do not waste your energy on maintaining a foreboding feeling of rejection; it gets you nowhere fast. If you are rejected, remember that no one really dies of rejection and that being rejected once has no effect on the next encounter.

13. **Planning** *(In collaboration with others, develops tactics and strategies for achieving organizational objectives).* Planning is a good way to reduce unwanted stress. The more you spend time initially thinking through issues and planning strategies, it is less likely that "hiccups" will occur.

14. **Delegating** *(Appropriately and effectively assigns responsibility and authority).* Leaders are expected to juggle many responsibilities at once; however, one can also have too many irons in the fire. If you can possibly delegate certain tasks to others, it is in your best interest to do so.

15. **Organizing** *(Establishes effective and efficient procedures for getting work done in an orderly manner).* Because leaders have so many issues to think about, they should identify the areas that can be systematized, and then set up organizing systems and procedures to manage both long-term and short-term projects and tasks. In doing so, a leader should determine how to utilize the organization's resources (human and nonhuman) in the most effective and efficient manner in order to reduce the effect of overwork and rework, which are stress producing.

16. **Team-building** *(Facilitates the development of cohesiveness and cooperation among the people at work).* Spending time up-front building a team is worth it in the long run. Efficiently running groups who cooperate and feel a sense of cohesiveness can outdo the same number of people working individually.

17. **Coaching** *(Helps people develop knowledge and skills for their work assignments).* Spending a little time and money empowering individuals with the knowledge and skills required for the job is worth the investment. Dysfunctional stress occurs when employees cannot meet their job demands effectively and efficiently. This situation causes dysfunctional stress for you (you cannot get quality products/services in time to meet your needs) and for the employee (feelings of frustration because they do not have the tools to produce what is expected).

18. **Conflict management** *(Brings conflict into the open and uses it to arrive at constructive solutions).* Unresolved conflicts can cause a great deal of dysfunctional stress. Managing these conflicts in a constructive manner will reduce the stress level.

19. **Time management** *(Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner).* One of the most common stresses for leaders is too much to do in too little time. It is important to schedule your time and use it wisely. For example, try not to procrastinate, assign early deadlines, develop timelines, write down important things such as meetings and phone numbers (so that you are not overbooking or missing meetings or forgetting phone numbers and spending time trying to track them down). These are just a few examples.

20. **Appropriate use of leadership styles** *(Uses a variety of approaches to influence and lead others).* Leaders realize that different individuals prosper under different styles of leadership, so they use different styles in different situations. If you are having trouble with an employee, try a different style. Finding the right style for the right situation will reduce your employees' and your stress levels.

21. **Ideological beliefs are appropriate to the group** *(Models and demonstrates belief in the basic values of the organization).* If you are feeling dysfunctional stress because you do not have the same values as other members (i.e., you are from a different system reality) and you cannot seem to change hindrances to tolerable challenges, perhaps you should consider leaving the organization. There is another place for you in another organization.

22. **Decision-making** *(Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions)* and **Problem-solving** *(Effectively identifies, analyzes, and resolves difficulties and uncertainties at work).* Learning how to make effective decisions and solve problems will reduce the possibility of dysfunctional stress. Poor decisions will cost you, others, and the organization time, money, and reputation.

23. **Information management** *(Identifies, collects, organizes, and analyzes the essential information needed by the organization).* Many leaders get themselves into negative situations because they do not spend enough time collecting and efficiently using information that is necessary to maintain the functions of the organization.

24. **Different system realities:** Although this is not one of the *LAI* attributes, it deserves mention. Whenever you face more than one reality at any given time, it can produce stress. The stress comes from not knowing the rules, norms, or expectations of the other realities. Try to understand the parameters of other realities, and engage in behaviors that will help you reach your full potential, while not stepping on others' toes insensitively. There will be existing, unavoidable obstacles, and you will have no choice but to face them. You do have a choice, however, to decide whether you want to perceive these obstacles as challenges or hindrances and how you will take action against these obstacles.

Stress Management

Purpose: Participants will be able to distinguish between functional and dysfunctional stress, and identify conditions that lead to dysfunctional stress; and will be introduced to various methods to reduce or eliminate dysfunctional stress.

Behavioral Objective:

> **Given:** Stress-producing events that occur on the job.
>
> **Behavior:** Identify types of stressors; plan, implement, and evaluate methods to manage dysfunctional stress.
>
> **Standard:** At least one intervention will have a positive outcome, as indicated by participant self-rating.

LAI Definition

Stress Management

Effectively deals with the tension of high-pressure work situations.

Functional
vs.
Dysfunctional Stress

Functional Stress: the *positive* sensations people perceive when exposed to situations that encourage them to reach their full potential.

Stressors = Challenges

Dysfunctional Stress: the *negative* sensations perceived when exposed to situations that obstruct the path to an individual reaching his or her full potential.

Stressors = Hindrances

Challenge Disposition
(Employee A)

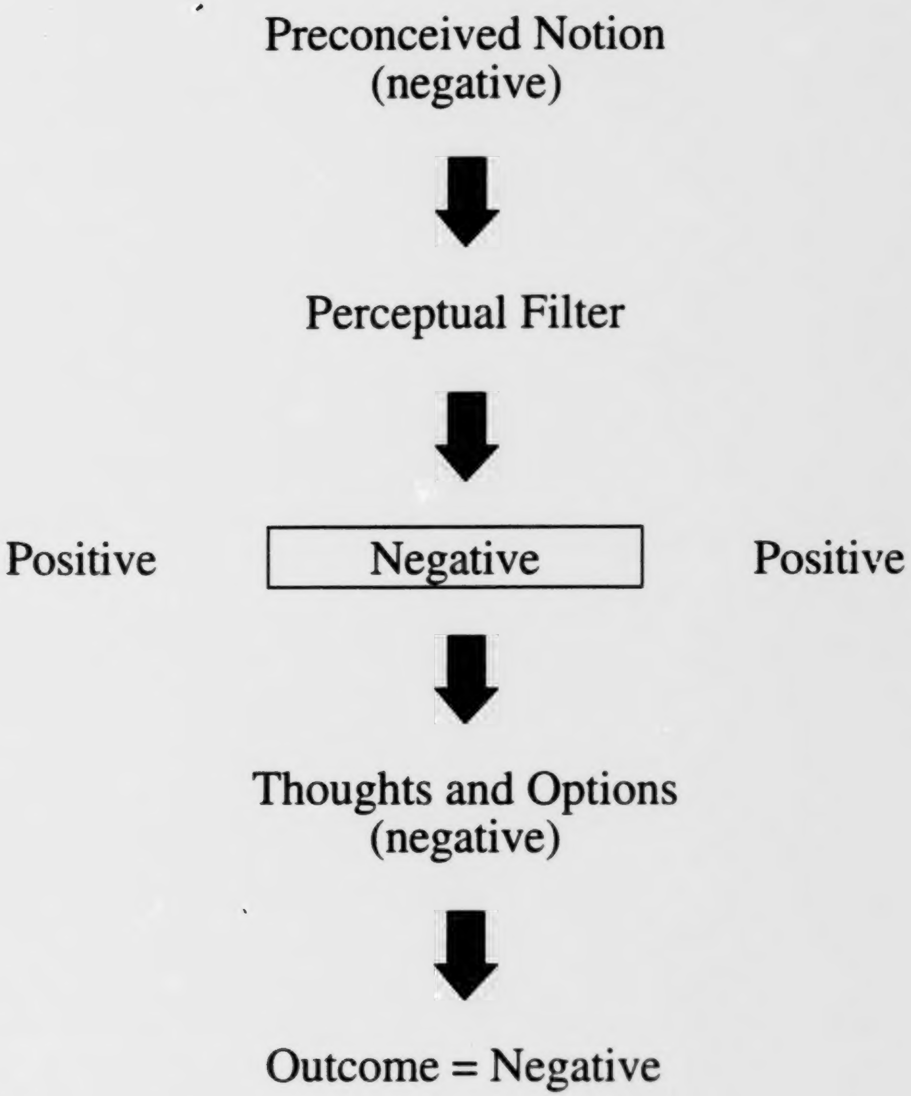
1. This opens the door for me to find work that might be more challenging.
2. Learning the skills of a different job will increase my job skills and make me more marketable in the future.
3. I might find a job in a company with better management.
4. This gets me out of the rut I've been in and have gotten used to.
5. I'll have the opportunity to meet new people.
6. This forces me to reevaluate my skills and perhaps find a new line of work I would be interested in.
7. I could even change locations and be exposed to new areas of the country.

Hindrance Disposition
(Employee B)

Why me!

1. Where am I going to find a job?
2. Now I'll probably have to learn the idiosyncrasies of a new job.
3. Now I'll have to get used to a new boss. I just got the other one trained to put up with me.
4. I just got used to working here. Now I'll have to get used to a new job.
5. Now I'll have to meet new people and get used to them.
6. I hate looking for a job. I'll probably have to develop a new résumé.
7. I probably won't find a job around here and will have to move.

Self-Fulfilling Prophecy



Preconceived Notion
(negative)

Perceptual Filter

Positive **Negative** Positive

Thoughts and Options
(negative)

Outcome = Negative

If you think something bad is going to happen,
it probably will.

Self-Fulfilling Prophecy: Hindrance Disposition

Employee will waste her or his time on

feeling ***sorry*** for self.	1. Why me!
worrying about not finding a job.	2. Where am I going to find a job?
rejecting acquiring new skills.	3. Now I'll probably have to learn the idiosyncrasies of a new job.
resenting having to be "good" for awhile.	4. Now I'll have to get used to a new boss. I just got the other one trained to put up with me.
disliking new experiences.	5. I just got used to working here. Now I'll have to get used to a new job.
detesting building new relationships.	6. Now I'll have to meet new people and get used to them.
being ***annoyed*** at having to look for a job.	7. I hate looking for a job. I'll probably have to develop a new résumé.
anticipating the ***worst***.	8. I probably won't find a job around here and will have to move.

Self-Fulfilling Prophecy: Gloom

1. Initial attitudes/feelings set the stage for the outcome.
2. Perceptual filter obstructs our ability to view things objectively.
3. Perceptual filter creates a perceptual bias.
    a. Discount or reject data that dispute our original attitude.
    b. Embrace and accept data that confirm our original attitude.
4. The outcome is predetermined by the initial attitude and thoughts and *not* determined by all available objective data, which it should be.

Leaders and Stress

1. Stress is part of a leader's role.
2. Change the way you feel about stressors.
3. Do not change the way you believe.
4. Change hindrances to challenges.
5. Remove hindrances.

*Use example between 3 & 4.

How To Reduce Dysfunctional Stress

1. Change hindrances to challenges.
    - What is the positive side of this situation?
    - How can I overcome this obstacle?
    - How do others react?
    - What is the outcome I want?
    - How do I want to feel about this situation?
    - How do I want to think about this situation?
2. Remove hindrances that cannot be changed.
3. Remove yourself from the situation.
4. Engage in the following physiological stress reduction methods:
    - deep muscle relaxation
    - physical exertion
    - meditate
    - seek help

How To Reduce Dysfunctional Stress (cont.)

5. Respond rather than react.

6. Seek advice from

    - friends.
    - colleagues.
    - professionals.

7. Keep physically fit.

8. Engage in cognitive and attitudinal restructuring:

    - Change the way you think.
    - Engage in positive self-talk.
    - Put a smile in your mind.

LAI Attributes and Stress

Energetic with stamina	Approaches tasks with great energy and works long hours when necessary.
Tolerant of ambiguity and complexity	Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
Achievement-oriented	Shows commitment to achieving goals and strives to keep improving performance.
Initiating	Frequently introduces new ideas.
Persistent	Continues to act on beliefs despite unexpected difficulties.
Enthusiastic, optimistic	Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.
Tolerant of frustration	Acts calmly and patiently even when things don't go as planned.
Courageous, risk-taker	Willingly tries out new ideas in spite of possible loss or failure.
Even disposition	Displays a sense of humor and a stable temperament even in stressful situations.
Sensitivity, respect	Shows genuine concern for the feelings of others and regard for them as individuals.
Motivating others	Creates an environment in which people want to do their best.
Networking	Develops cooperative relationships within and outside of the organization.
Planning	In collaboration with others, develops tactics and strategies for achieving organizational objectives.
Delegating	Appropriately and effectively assigns responsibility and authority.
Organizing	Establishes effective and efficient procedures for getting work done in an orderly manner.
Team-building	Facilitates the development of cohesiveness and cooperation among the people at work.
Coaching	Helps people develop knowledge and skills for their work assignments.

Conflict management	Brings conflict into the open and uses it to arrive at constructive solutions.
Time management	Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.
Appropriate use of leadership styles	Uses a variety of approaches to influence and lead others.
Ideological beliefs are appropriate to the group	Models and demonstrates belief in the basic values of the organization.
Decision-making	Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
Problem-solving	Effectively identifies, analyzes, and resolves difficulties and uncertainties at work.
Information management	Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Different system realities: Although this is not one of the *LAI* attributes, it deserves mention. Whenever you are faced with more than one reality at any given time, it can produce stress. The stress comes from not knowing the rules, norms, or expectations of the other realities. Try to understand the parameters of other realities, and engage in behaviors that will help you reach your full potential, while not stepping on others' toes insensitively. There will be existing, unavoidable obstacles, and you will have no choice but to face them. You do have a choice, however, to decide whether you want to perceive these obstacles as challenges or hindrances and how you will take action against these obstacles.

Stress Monitoring Worksheet

Stressful Events	Your Response to the Stress

Stress Management Worksheet

Hindrance	Challenge	Your Plan To Meet the Challenge

Learning Experience Guide #13

Risk-Taking*

Purpose	
Participants will realize the importance of taking risks in leadership roles and will seize opportunities associated with reasonable risks.	

Behavioral Objective	
Given:	Opportunities on-the-job to take certain risks.
Behavior:	Identify an on-the-job situation in which a certain amount of risk is involved.
Standard:	Participants will make decisions based on a reasonable amount of risk and will be able to justify their decisions.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
The risk-taking process can be done with either analyzing decision alternative(s)/goal(s). 1. Outline the decision alternative(s)/goal(s). 2. List the advantages of each alternative/goal and its associated valence levels. 3. List the risks of each alternative/goal and its associated probability and threat levels. 4. Calculate a valence/risk ratio. 5. Subjectively reevaluate the advantages and risks. 6. Proceed with the decision/goal that seems to produce the most reasonable amount of risk for the greatest benefit. 7. Evaluate your decision.	1. Recall the necessity to take risks and the situations that would call for risk-taking. 2. Appraise the different levels of risks that might have an impact (personal, other members, and organizational levels).

*Requires *two* class sections.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Deliver the message that those in leadership roles are faced with many situations in which risks are involved, and that to succeed, it is necessary to take certain risks.	
	2. Present the purpose and behavioral objective of this learning experience.	Trans.: RT1.T
Need-To-Know Information	3. Present definition of *courageous.*	Trans.: RT2.T
	4. Present definition of *risk.*	RT3.T
	5. Present *LAI* definition of *Courageous, risk-taker.*	RT4.T
	6. Lecture on	
	a. Introduction to risk-taking.	RT5.T
	b. What *LAI* attributes reinforce risk-taking?	RT6.T
	c. When do leaders need to take risks?	RT7-12.T
	d. Decision-making risks.	RT13.T
	7. Hand out the *Risk-Taking Analysis* worksheet. Explain the categories and how to calculate the advantage/risk ratio. Tell the class that they will get a chance to fill out the analysis later in class.	Handout: RT1.W
	8. Finish lecture.	
	a. Why do people resist taking risks?	Trans.: RT14.T
	b. Why don't people take risks?	RT15.T
	c. Why take risks?	RT16.T

Lesson Stage	Instructor Actions	Resources
Demonstration & Guided Practice	9. Ask the participants to take out a sheet of paper and answer the following questions (give them no more than two minutes for each answer): a. Have you taken risks in the past? List them briefly. b. What are you afraid of? Why? c. Which of these things would you like to change?	
	10. Hand out the *Risk-Taking Analysis* worksheet. Break the participants into small groups (approx. five/group). Ask them to choose one of the fearful behaviors they chose to change above which also corresponds to an attribute which they have chosen to change from the *LAI* on their *Leadership Development Plan*. Tell them to write the attribute in the "Option" section of the *Risk-Taking Analysis* worksheet. Tell the participants to a. listen while the other members state their option, list the advantages, valence levels, risks, probability levels, and threat levels. b. suggest additions to the list of advantages and risks. The presenting member can add the suggestion if she or he feels it is appropriate. c. offer opinions on the valence, probability, and threat levels; donate reflections from their past on how they overcame that fear; and give encouragement to the presenting member that she or he can change. For example, if someone is afraid of making initial contacts with people, the attribute she or he has chosen is networking, the risk is "people will reject me," and she or he put a probability level of 10 down on the analysis sheet; the group should relate stories of their experiences of networking, and how they never got rejected. Again, the presenter can either change the level or keep it as originally presented; whatever is true for her or him. d. remember that these are fears of the presenter, so be gentle in your comments and encouragement.	Handout: RT1.W
	11. After all members have had a chance to present their fears (give presenter approx. ten minutes), bring the group back together and discuss the experience.	
	12. Tell the participants to fill in the rest of the sheet on their own for each of the attributes listed on the *Action Plan* associated with their *Leadership Development Plan*.	

Lesson Stage	Instructor Actions	Resources
Unguided Practice	13. Hand out *Risk-Taking On-the-Job* monitoring sheet. Ask participants to keep track of risks they take on-the-job with the monitoring sheet.	Handouts: RT2.W
	14. Alternative Activity: Hand out the *Risk-Taking Analysis* worksheet. Tell the participants that they are required to contact a legislator to discuss a critical issue that is not being taken care of in their organization. Have participants fill out the *Risk-Taking Analysis* worksheet. Have the participants contact their legislator and make an appointment to discuss the issue. Have the participants write a one-page paper reflecting on the risk taken (What did they learn? Was the risk what they thought it would be? Was the risk worth the benefit? How will this affect their future behavior?)	RT1.W
	15. Hand out the *Risk-Taking Analysis* worksheet. Have participants choose a decision they are faced with on-the-job and generate a risk-taking analysis for at least two alternatives. Have them write a one-page paper indicating the decision they chose, why they chose it, and their reflections on the process.	
Evaluation	16. Have them hand in their *Risk-Taking Analysis* worksheets and critique them for completeness. Also, offer encouragement and insights on their final decision and reflection.	
Feedback	17. Hand the critiques back to them.	
	[Estimated In-Class Time: 3 hours First Class Session: 2 hours Reporting Session: 1 hour] [Estimated Out-of-Class Time: > 4 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	16 transparencies (RT1-16.T)
Handouts	*Risk-Taking Analysis* worksheet (RT1.W). *Risk-Taking On-the-Job* worksheet (RT2.W)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (RT1-16.T)
2 distributions of *Risk-Taking Analysis* worksheet (RT1.W).
1 distribution of *Risk-Taking On-the-Job* worksheet (RT2.W)

Supplemental Readings

Calvert, G. (1993). *Highwire management: Risk-taking tactics for leaders, innovators, and trailblazers*. San Francisco: Jossey-Bass.

Davis, B. L., Skube, C. J., Hellervik, L. W., Gebelein, S. H., & Sheard, J. L. (1992). *Successful manager's handbook: Development suggestions for today's managers* (2nd ed.). Minneapolis: Personnel Decisions, Inc.

Ferdondez, J. (1987). *Survival in the corporate fishbowl*. Lexington, KY: Lexington Books.

Kilmann, R. (1991). *Making organizations competitive: Enhancing networks and relationships across traditional boundaries*. San Francisco: Jossey-Bass.

Notes for Presentation of Rationale

A. Introduction

Organizations are becoming increasingly complex; people in leadership roles often make decisions that involve risk and require taking a stand in the face of ambiguity and adversity. Leading courageously involves confronting problems directly and taking action. This necessitates standing up for what one believes in, making tough decisions despite ambiguity, supporting others who make difficult decisions, and following through to completion in spite of adversity. This is one of the ways leaders earn the respect and commitment of others.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will realize the importance of taking risks in leadership roles and will seize opportunities associated with reasonable risks.
Given:	Opportunities on-the-job to take certain risks.
Behavior:	Identify an on-the-job situation in which a certain amount of risk is involved.
Standard:	Participants will make decisions based on a reasonable amount of risk and will be able to justify their decisions.

Notes for Presentation of Need-To-Know Information

A. Definition of *Courageous*: Brave, valorous.

B. Definition of *Risk*: The chance of injury, damage, or loss.

C. Definition of *Courageous, risk-taker:* Willingly tries out new ideas in spite of possible loss or failure.

D. All individuals take risks. Anytime you interact with others, do something for the first time, or make a decision, there is some level of risk involved. In a way, taking this course was a risk for many of you because there is some behavioral change involved.

Leaders probably engage in more risk-taking behaviors than the average layperson because they are the initiators of action. In many situations, leaders are the decision-makers for others. The decisions that leaders make affect not only themselves, but others as well.

One of the hallmarks of dynamic leaders throughout our history is that they are seen as risk-takers. They launched change and took responsibility for making decisions and carving paths where others did not have the courage to go. As onlookers, we are amazed by some leaders' bravery to confront opposition and to venture into risky, uncharted areas. What we see are the results of successful decisions already implemented. What we do not get to see are the processes in which the leader engaged along the way before any action was decided on. Given the same circumstances and information that were privy to the leader at the time, we would probably have made the same decision. Most leaders collaborate when making judgments and reaching decisions, which helps them minimize unnecessary risks.

Astute leaders make informed decisions by collecting information, weighing the consequences, and selecting actions based on reasonable risk levels. One of the most important factors in calculating risk levels is information. The more information a leader has at her or his disposal, the more informed the leader will be in deciding whether or not to take the risk.

E. What *LAI* Attributes Reinforce Risk-Taking?

1. **Insightful** *(Reflects on the relationship among events and grasps the meaning of complex issues quickly).* Being insightful about the relationships within and outside your organization is crucial to your success in calculating risks. Identifying and understanding what factors are affected by your decision helps you develop an implementation plan that makes change smoother and helps you recover in case of failure.

2. **Adaptable, open to change** *(Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans).* Taking advice from others when gathering information and during decision-making and planning processes will reduce the risk of failure. In many cases, the leader does not have the most pertinent information necessary to calculate risks. Others in the organization, who are more directly involved with the subject matter, have the

necessary information to provide insight into the probabilities of success or failure. Leaders will listen to these suggestions and modify their plans accordingly.

3. **Visionary** *(Looks to the future and creates new ways in which the organization can prosper).* The ability to look to the future is exactly what calculating risks is all about. Leaders need to be able to forecast the probability level of whether a particular plan will work or not, and the threat level.

4. **Tolerant of ambiguity and complexity** *(Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding).* Whenever you are trying to forecast the future, there will be a certain amount of ambiguity involved. This vagueness should be anticipated and accepted as a given. If ambiguity were absent and we could clearly see the outcome, we could predict the probability of the outcomes 100% and the risk would be zero. This is not the case, however. Gathering information at the outset will reduce ambiguity and give the leader a better position from which to work when calculating risks.

5. **Achievement-oriented** *(Shows commitment to achieving goals and strives to keep improving performance).* Many individuals do not succeed in attaining higher goals because of the risk of failure. They are afraid to try new things and to challenge themselves because they are afraid to fail. These individuals are not interested in improving their performance; thus, they will not reach their full potential. This fear of failure paralyzes them and prevents them from seizing future opportunities that would stretch their abilities and prove to them that they can reach higher goals. If individuals do not expose themselves to challenging performance situations, they will not have the opportunity to engage in and practice needed skills. By not practicing skills, individuals feel uneasy about their skill levels, and they continue to avoid situations in which their performance might be evaluated. Thus, the cycle starts again.

   To unfreeze yourself from the cycle of low achievement, you must be willing to take risks. In many cases, the risk of improving performance is really quite low when you think about it. Ask yourself, what is the worst thing that can happen to me if I fail. Death? Certainly not. In fact, in most cases, if you fail at something, the worst outcome is that you will be back where you started. You are no worse off. In truth, you have probably learned something through the process and have gained some information about yourself that could be useful in the future.

6. **Accountable** *(Holds self answerable for work and willingly admits mistakes).* If you take a risk and fail, the best way to handle it is to be truthful about it. Admitting your mistakes will help others see that you are human.

7. **Initiating** *(Frequently introduces new ideas).* There is some risk involved in initiating new ideas that have not been tested by the group. In meetings, many individuals will think of a new idea but will sit quietly and not bring it up, because they fear that others will not like the idea and will think they are stupid. These individuals should ask themselves

   a. Have I ever disagreed with another person's idea? *(The probability of this answer being yes is 100%.)*

   b. Did I think the person was stupid? *(Probably not. Perhaps uninformed, but not stupid. If you do feel that a person is stupid for bringing up new* *ideas, then you should look at yourself and wonder what kind of a person you are. Ideas are not stupid. Many very creative solutions to complex problems were first evaluated negatively—not because the initiator was stupid, but because he or she was looking at the situation from a different angle and thinking creatively.)*

c. Did the initiator of the unpopular idea die because of it? *(Probably not. If you come up with an unpopular idea, what is the worst thing that can happen? Not much.)*

Not all our ideas can be gems of knowledge. If you produce an unpopular idea, put it in perspective; it is just an idea. Shake it off. The important thing is that you felt the idea was worthwhile, and you took a risk.

8. **Confident, accepting of self** *(Appears secure about abilities and recognizes personal shortcomings).* You need confidence and self-esteem to feel comfortable about taking risks. The more you engage in risk-taking behavior, the more confident you will become in taking risks. You will gain some insight into which risks are reasonable and which are not.

9. **Persistent** (Continues to act on beliefs despite unexpected difficulties). There is a certain amount of risk involved in sticking with your beliefs, especially when the majority of others are opposing you. You have to balance out the risks of when to persist and when to give in.

10. **Enthusiastic, optimistic** *(Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities).* Think of risks as challenges. Do not spend your energy worrying about failure; spend your energy doing initial information-gathering to assure that risks are reasonable. Risks can be fun. You are always learning something when there is movement in your environment. Even failure can teach you something.

11. **Tolerant of frustration** *(Acts calmly and patiently even when things don't go as planned).* Anyone who does not have some level of stress in his or her life is not moving ahead. Movement and energy-exchange cause stress, which can lead to frustration if you let it. If risky situations can be thought of as challenges, then why not think of failures as just more learning experiences and puzzles to solve? We learn just as much from failures as we do from successes. From successes we learn what to do, and from failures we learn what not to do. People place too much emphasis on situations that do not go as planned. People feel guilty when they fail. Why should they, if they did the best they could? The only time that a person *should* feel guilty is when he or she has done something wrong or bad. To fail is not wrong.

12. **Even disposition** *(Displays a sense of humor and a stable temperament even in stressful situations).* We might as well get used to the fact that we are going to fail at something during the course of our lives. Taking risks is stressful, especially in the face of failure. Leaders will find humor in some of the mistakes they make. This is not to say that they should take failure lightly, but a sense of humor and a willingness to laugh at themselves is a virtue in times of disappointment.

13. **Committed to the common good** *(works to benefit the entire organization, not just self).* When calculating risks, leaders need to not only think of the personal

risks involved, but also of the risks to other members and to the organization as a whole.

14. **Intelligent with practical judgment** *(Learns quickly, and knows how and when to apply knowledge).* Leaders who have a history of successful risk-taking are viewed by followers as more intelligent. Being prepared by gathering all the necessary information before a risk is taken is more likely to increase the risk success/failure ratio.

15. **Sensitivity, respect** *(Shows genuine concern for the feelings of others and regard for them as individuals).* Whenever a leader is planning to take risks, it is imperative that he or she also look at how the risks will affect others.

F. When Do Leaders Need To Take Risks?

1. **Communication (listening, oral, written)** *(Listens closely to people at work, and organizes and clearly presents information both orally and in writing).* Leaders take risks when they communicate with others. Leaders are often put in a position in which they have to defend themselves or others, persuade a group, or disseminate information about such things as change. It is not always easy to place oneself in front of others and risk the chance of disapproval.

   One of the most common phobias is speaking in front of a group. The only way to overcome the anxiety is to expose yourself to situations in which you have to speak in front of others. The more times you are exposed, the more you will realize that many of your fears are unfounded. Also, being well-prepared for these occasions will help you reduce your anxiety. Finally, changing the way you think about such situations will help reduce your fear. Situations in which you are the spokesperson should be viewed as opportunities to disseminate needed knowledge, bounce ideas off others, and influence others about needed changes. Also, if you are prepared and have done your homework, you probably know more about the subject at hand than the audience. Remember, almost everyone has some fear of public speaking.

2. **Networking** *(Develops cooperative relationships within and outside of the organization).* Most people do not engage in networking activities because they are afraid to contact others they do not know. It takes a certain amount of courage to make initial contacts with people. This is why cold-calling is at the top of most salespeople's horror lists. People just do not feel comfortable cold-calling. The funny thing is, if individuals have had to do cold-calling in their past, they are sure to bring it up, almost as if it were a badge of honor—as if they defeated the fear and survived to tell of the horrendous ordeal. They are rather proud of themselves.

   To overcome the fear of rejection, which might be stopping you from making contacts, you can change the way you think about the situation. You do not know whether you are going to be rejected, so why waste energy worrying about rejection? Use that energy to decide with whom you need to build relationships. Most professionals, when contacted, are more than willing to give you requested information or to help you in your quest. It makes most of them feel good, and, although they won't say so, it makes them feel almost honored and raises their self-esteem. Also, these people have probably had to do the same thing at one time or another; thus, they are less likely to reject your approach.

If you are rejected, do not take it personally. It is not a reflection on you; it is a reflection on them. A curious thing happens when people get rejected; they take it personally and feel that the very next time they make contact with another person, they are going to be rejected again. A common example is in personal relationships. You hear of situations all the time in which a person is rejected and he or she is afraid to get involved with another person. Sometimes it takes the person years to get over it. Remember, being rejected by one person does not change the probability that you will be rejected by the next person. The two events are totally independent.

If you do get rejected, move on to another source who can serve the same purpose. If you get rejected over and over again, try to figure out why—again, without taking it personally. Bounce your approach off someone you know. Perhaps he or she will have some insight as to why you are not getting anywhere.

If you can't find another source and the relationship is important to your organization, try it again. Be persistent.

3. **Planning** *(In collaboration with others, develops tactics and strategies for achieving organizational objectives).* When you are planning, you should always take into consideration the risks involved; also, design a plan B. What if the plan does fail? How will you recuperate?

4. **Delegating** *(Appropriately and effectively assigns responsibility and authority).* Leaders are often in the position of delegating certain tasks to others. Delegation has some risks attached to it, which is why some leaders find themselves doing tasks that should be delegated to someone else. Most people will not delegate because they are afraid that the person will not do it right, will not get it done on time, or will not do it the way they would do it. You hear it all the time from managers: "It was easier to do it myself."

   To decrease anxiety and increase delegating effectiveness, leaders can break down the task into smaller steps, make frequent quality checks early in the process, and develop deadlines that are earlier than the actual final deadline. If you are having problems with delegating tasks, the first thing to do is to take a look at yourself. Your unhappiness with delegation might not be due to the delegatee; it could be due to the delegator. Make sure that your instructions are clear, that the person has the necessary skills and resources, that you have attached deadlines to the tasks, that your expectations are not too high, that you give feedback, and that your critique of the other person's work is not petty (i.e., many managers are sometimes unhappy with small petty details that do not amount to much, or they critique or change irrelevant idiosyncratic things such as wording, which are trivial and demotivating).

5. **Coaching** *(Helps people develop knowledge and skills for their work assignments).* Whenever you empower employees with knowledge, you run the risk of the employees having ideas of their own. This should be viewed as practical. Many managers, however, feel threatened by suggestions and questions.

   Leaders, on the other hand, welcome empowerment, ideas, suggestions, and questions. The more skills (psychomotor, cognitive, affective) all employees possess, the more likely that delegation will be successful and that the quality of performance for the team will be higher. Leaders do not spend their time worrying about empowering individuals who might eventually take over their job because leaders are high-achievers interested in advancing everyone's performance.

6. **Conflict management** *(Brings conflict into the open and uses it to arrive at constructive solutions).* Conflicts within the workplace are almost inevitable. Whenever you try to resolve a conflict, there is a good chance that the situation will get heated and become much worse before it gets better. People do not like conflicts, and many prefer to engage in avoidance rather than confrontation. Leaders need to use conflict management, discuss conflict openly, and initiate strategies to reach resolution.

7. **Ideological beliefs are appropriate to the group** *(Models and demonstrates belief in the basic values of the organization).* There are going to be times when you, as a leader, have to take a risk and choose an unpopular stance. If the stance is essential to the well-being of the organization, it is your obligation as a leader to persist and to try to persuade the other members.

8. **Decision-making** *(Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions)* and **Problem-solving** *(Effectively identifies, analyzes, and resolves difficulties and uncertainties at work).* Decision-making is the most obvious leadership task in which risks are involved. To identify the most successful solution and course of action, the risks of the alternatives must be considered and weighed. Leaders are evaluated on the success of their decisions. For this reason, there is a special section on weighing alternatives in this learning experience.

9. **Information management** *(Identifies, collects, organizes, and analyzes the essential information needed by the organization).* One of the best ways to reduce your risk level is to collect as much information as possible before a decision is made. Some risks can be totally avoided if you have gathered sufficient data.

G. Decision-Making Risks

Whenever a leader has to make a decision, there is a certain level of risk involved. These risks are due to the fact that we cannot predict the future 100%. We are not able to forecast precisely because we do not know what variables the decision will affect and how they will be influenced. The aim of a leader during decision-making should be to reduce the probability of failure through choosing alternatives with a reasonable amount of risk.

One way to calculate risk is to gather information on all the variables that might be affected by your decision and to identify the risks involved for each alternative. Identify not only the risks for yourself, but also the risks for other members and for the entire organization. Merely identifying the risks could lead you not to choose a particular alternative because the identified risks are too high (e.g., you might lose your teaching license, you would be asked to resign, and so on).

Another way to weigh the risks is to enumerate both the risks and the advantages for each alternative and simply compare the two lists. Choose the alternative in which the advantages outweigh the risks involved.

Finally, you can add weights to the advantages and risks (See the *Risk-Taking Analysis* worksheet). Using your list of advantages, assign a valence level to each advantage. Valence is a psychological term used to denote how desirable something is. If something is very desirable, it is said to have a high positive valence. The simplest weighing system is to assign a number from one to ten to each advantage, with one being *low valence* (the advantage is not very great) and ten being *high valence* (the advantage is very important to the organization and highly desired). Add the valence levels to obtain an advantage score.

To assign the weights to the risks, ask yourself what that probability is that the risk will occur, and, again, assign a number from one to ten, with one being low probability and ten being high probability. In addition to the probability level, assign a threat level to the risk from one to ten, with one being not very threatening and ten being very threatening. Add the probability levels and the threat levels, and sum these two scores to obtain a risk score.

After you have calculated the advantage and risk scores, divide the advantage score by the risk score to obtain a risk ratio. If the ratio is greater than one, your advantages are greater than the risks, which is a good indication that this decision will be worth the risks involved.

If your ratio is not greater than one (the risks are larger than the advantages), review your list of advantages and risks because you still might feel that the advantages are worth the risks. This subjective decision-making is acceptable because the risk ratio is calculated to be conservative; that is, the risk score is calculated using two factors (probability and threat), whereas the advantage score is calculated using only one factor (valence). This has an effect of slightly overemphasizing the risk level.

The more thorough you are initially in generating decision risks, the less it is likely that you will be dealing with unknowns. At least you have some substantive basis with known variables from which to predict; whereas, with unknowns there is neither substance nor the ability to predict.

H. Why do people resist taking risks?

1. Fear of failure

2. Fear of change (individuals are comfortable with their current situation and are afraid to change because of the unknowns).

3. Fear of loss of control

4. Fear of rejection

I. Why do people not take risks?

1. They are using up all their energy trying to avoid negative situations; whereas, they should be using this energy to take action.

2. They are spending too much time focusing on imagined risks, rather than focusing on real risks and how to reduce them to make them reasonable.

3. They overemphasize the consequences of failing. Failing is hardly ever a catastrophe.

J. Why take risks?

1. To succeed: In a complex, changing world, risks are always present.

2. To put your physiological energy to good use: Rather than using up all your energy in fear and avoidance behaviors, you should be using it to meet interesting challenges.

3. To provide yourself more options: As we start to feel comfortable in a situation for a prolonged period of time, we start to use our energy to maintain this comfort level and to avoid things that would upset our little world. We start to have fewer and fewer new experiences and become less and less exposed to new ideas; and our world gets smaller and smaller. If we were willing to take more risks, more options would open up to us as we gained more knowledge and learned new skills. Our personal sphere would grow and interact with those of others, resulting in a synergy that would lead to the generation of deeper understanding and more creative perceptions. When a person is taking risks, he or she is growing. This growth opens up new opportunities that would not have been there without first taking a risk.

4. Why not!

Risk-Taking

Purpose: Participants will realize the importance of taking risks in leadership roles and will seize opportunities associated with reasonable risks.

Behavioral Objective:

> **Given:** Opportunities on-the-job to take certain risks.
>
> **Behavior:** Identify an on-the-job situation in which a certain amount of risk is involved.
>
> **Standard:** Participants will make decisions based on a reasonable amount of risk and will be able to justify their decisions.

Courageous

- Brave
- Valorous

Risk

The chance of injury, damage, or loss.

LAI Definition

Courageous, Risk-Taker

Willingly tries out new ideas in spite of possible loss or failure.

Introduction to Risk-Taking

All individuals take risks.

Leaders take more risks.

- What we observe.
- What we are not privy to.
- Your prognosis for good decision-making.

Importance of information.

What *LAI* Attributes Reinforce Risk-Taking?

Insightful	Reflects on the relationship among events and grasps the meaning of complex issues quickly.
Adaptable, open to change	Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.
Visionary	Looks to the future and creates new ways in which the organization can prosper.
Tolerant of ambiguity and complexity	Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
Achievement-oriented	Shows commitment to achieving goals and strives to keep improving performance.
Accountable	Holds self answerable for work and willingly admits mistakes.
Initiating	Frequently introduces new ideas.
Confident, accepting of self	Appears secure about abilities and recognizes personal shortcomings.
Persistent	Continues to act on beliefs despite unexpected difficulties.
Enthusiastic, optimistic	Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.
Tolerant of frustration	Acts calmly and patiently even when things don't go as planned.
Even disposition	Displays a sense of humor and a stable temperament even in stressful situations.
Committed to the common good	Works to benefit the entire organization, [illegible]ust self.
Intelligent with practical judgment	Learns quickly, and knows how and when to apply knowledge.
Sensitivity, respect	Shows genuine concern for the feelings of others and regard for them as individuals.

When Do Leaders Need To Take Risks?

Communication (listening, oral, written)	Listens closely to people at work, and organizes and clearly presents information both orally and in writing.
Networking	Develops cooperative relationships within and outside of the organization.
Planning	In collaboration with others, develops tactics and strategies for achieving organizational objectives.
Delegating	Appropriately and effectively assigns responsibility and authority.
Coaching	Helps people develop knowledge and skills for their work assignments.
Conflict management	Brings conflict into the open and uses it to arrive at constructive solutions.
Ideological beliefs are appropriate to the group	Models and demonstrates belief in the basic values of the organization.
Decision-making	Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
Problem-solving	Effectively identifies, analyzes, and resolves difficulties and uncertainties at work.
Information management	Identifies, collects, organizes, and analyzes essential information needed by the organization.

Risk-Taking During Communication

Leaders are often put in situations in which they must

- defend a position.
- persuade others.
- disseminate information.

Fear of Speaking in Front of a Group

How to decrease your fears—

- Expose yourself to speaking situations.
- Be prepared.
- Change the way you think about it.

The Risk of Networking

Fear of Rejection

Overcoming your fear:

- Use your energy positively.
- Most contacts are helpful.
- Do not take rejection personally.
- Understand future probabilities.
- Be persistent.

Risks of Delegating

Fear delegatee will not

- do it right.
- get it done on time.
- do it the way you would.

To guard against risks . . .

- break down the task.
- make frequent quality checks early.
- develop early deadlines.

Risks of Delegating (cont.)

To improve delegating skills . . .

- look at yourself first.
- clearly state instructions.
- make sure person has skills and resources.
- attach deadlines.
- check your expectations.
- check your critique.
- give frequent feedback.

Risks of Coaching

- Fear of losing control.
- Risks of improvement.
- Leaders welcome empowerment.
- Leaders are looking ahead.

Decision-Making Risks

Can’t predict the future.

100% = calculating risks

Identifying Risks.

- For yourself
- For other members
- For organization

Listing advantages and risks.

Weigh advantages and risks and calculate a ratio.

Subjective review.

Importance of Complete Information

Making unknowns known.

Why Do People Resist Taking Risks?

Fear of

- Failure
- Change
- Loss of control
- Rejection

Why Don't People Take Risks?

They

- use energy to avoid negative situations.
- focus on imagined risks as opposed to real risks.
- overemphasize failure.

Why Take Risks?

- To succeed.
- To put your physiological energy to good use.
- To provide yourself with more options.

Why not!

Risk-Taking Analysis

Option:

Advantages to You, Other Members, or Organization	Valence Level 1-10	Risks to You, Other Members, or Organization	Probability Level 1-10	Threat Level 1-10
1.		1.		
2.		2.		
3.		3.		
4.		4.		
5.		5.		
6.		6.		
7		7.		
8.		8.		
9.		9.		
10.		10.		
Add Valence Levels		Add Probability & Threat Levels		

Total Probability & Threat Scores	
Divide Valence Score by Probability & Threat Score	
Is the number greater than 1?	Yes No

If the valence/risk ratio is less than one, go back and subjectively review the advantages and risks. Some advantages are worth the risks. In fact, large advantages usually do have larger risks. Overall the risks are worth the rewards.

Risk-Taking On-the-Job

What Risks Have You Taken During . . .	
Communication	
Networking	
Planning	
Delegating	
Coaching	
Conflict management	
Decision-making	
Other	

Learning Experience Guide #14

Achievement-Oriented*

Purpose

Participants will understand the multifaceted nature of high achievement and engage in actions that are considered high-achiever behaviors.

Behavioral Objective

Given:	Daily opportunities to increase achievement level.
Behavior:	Engage in behaviors that model high-achiever characteristics.
Standard:	Demonstrate and record two behaviors on-the-job per week that could be categorized as high-achieving.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Review list of high-achiever characteristics periodically. 2. Engage in behaviors on-the-job that could be categorized as high-achiever.	1. Recall list of high-achiever characteristics. 2. Recall *LAI* attributes related to high-achiever successful behavior.

* Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Defining achievement-oriented is like defining motivation in a leader. It is hard to define, but you certainly know when a leader possesses it. 2. Ask the participants if they think they are achievement-oriented. Ask them to recall verbally the behaviors that would indicate a person is achievement-oriented. Write the behaviors on the blackboard or flipchart. Reinforce the fact that it is hard to define because of its multifaceted nature. 3. Present the purpose and behavioral objective of this learning experience.	 Trans.: AO1.T
Need-To-Know Information	4. Indicate the *LAI*'s definition of achievement-oriented (Shows commitment to achieving goals and strives to keep improving performance). 5. Present the entire list of high-achiever characteristics. 6. Present the characteristics one at a time, and talk about them in more detail (solicit discussion from the participants). Have the participants take out one of their *Leadership Development Action Plans (LDAP)* developed during the "Formulating a Leadership Development Plan" learning experience, and talk about the categories on the plan as they correspond to the characteristics presented.	Trans.: AO2.T AO3.T AO4-14.T
Demonstration	7. Complete this while reviewing the characteristics and *Leadership Development Plans* (#6 above).	

Lesson Stage	Instructor Actions	Resources
Guided Practice	8. Divide the class into small groups dependent on which attributes they have selected to improve (only one attribute at this time). To do this go down the list of attributes in order, one at a time, and ask for those participants who chose to improve the first attribute (Energetic with stamina). After three volunteers, cut off this group, go to the second attribute, and ask for those who chose to improve or enhance the second attribute. Continue until you have approximately three individuals per group. Some attributes will not be covered. Some individuals may want to change groups. Use your judgment. Have the group members exchange their ideas about how to improve the chosen attributes and about the other categories on their *LDAP* (e.g., risks, if failure occurs, and so on). The space provided below the dashed line in each category is for any revisions the participants feel are necessary. There might not be revisions in some categories.	
Unguided Practice	9. Have the participants take home their *LDAPs*, review them, and make revisions if necessary. 10. Hand out the *High-Achiever Characteristics On-the-Job* sheet. Ask them to monitor their behavior at work for the next two months and record any behaviors which they engage in that could be considered a characteristic of a high-achiever. 11. After the allocated time period, ask the participants to discuss in small groups (three to five) one of the high-achiever behaviors that they recorded (no more than five minutes each). Assist the group in reinforcing each presenter's oration. (Not all presentations have to be completed on the same day. You could take the first five to ten minutes of each class period to let participants discuss their success stories.)	Handout: AO1.W
Evaluation	12. Listen to the presentations and help identify the high-achieving behavior presented.	

Lesson Stage	Instructor Actions	Resources
Feedback	13. Feedback will occur from yourself and from the participants as the presenter discusses his or her behaviors.	
	[Estimated In-Class Time: >2 hours First Class Session: 2 hours Reporting Session: Will vary] [Estimated Out-of-Class Time: 2 hours] [Will need class time later to discuss the high-achiever behaviors that were engaged in.]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 14 transparencies (AO1-14.T)

Handouts: *High-Achiever Characteristics On-the-Job* (AO1.W)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector
Blackboard or flipchart

D. Material preparation

1 set of 14 transparencies (AO1-14.T)
1 distribution of *High-Achiever Characteristics On-the-Job* (AO1.W)

Supplemental Readings

Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Davis, B. L., Skube, C. J., Hellervik, L. W., Gebelein, S. H., & Sheard, J. L. (1992). *Successful manager's handbook: Development suggestions for today's managers* (2nd ed.). Minneapolis: Personnel Decisions, Inc.

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Notes for Presentation of Rationale

A. Introduction

Organizations need individuals who are committed and willing to invest themselves in their work. Committed leaders set high standards of performance, pursue aggressive goals, and collaborate with others to achieve them. They also display achievement-oriented behaviors and inspire others to maximize their potential.

Achievement-oriented is complex to define because of its multifaceted nature; however, you certainly know when a leader possesses it. Observing leader behaviors will help to identify the positive aspects of this attribute.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will understand the multifaceted nature of high achievement and engage in actions that are considered high-achiever behaviors.
Given:	Daily opportunities to increase achievement level.
Behavior:	Engage in behaviors that model high-achiever characteristics.
Standard:	Demonstrate and record two behaviors on-the-job per week that could be categorized as high-achieving.

Notes for Presentation of Need-To-Know Information

A. *LAI*'s definition of **Achievement-oriented** *(shows commitment to achieving goals and strives to keep improving performance).*

B. List of high-achiever characteristics (Bernstein, Roy, Srull, & Wickens, 1988).

1. Establishes challenging and difficult but realistic goals.

    a. Leaders need to establish goals and identify paths to achieve them. Usually these goals are somewhat difficult, but they are attainable. You would not set a goal, for example, as an NFL player if you were 5'4" and weighed 135 pounds. This would be considered unrealistic. Just as important as setting the goal is the ability to lay out a plan of action that will be the path you follow to get to your destination.

    b. Goals should contain the components listed on the *Action Plan* worksheet. Take out your *Leadership Development Action Plan (LDAP).*

    Objective. This should be very specific.

    Activities. These could be considered subgoals.

    Resources (both internal and external). Many individuals forget this component, but resources are very important in reaching goals. In some organizations, resources are hoarded, and it is usually the department or individuals with the resources who also retain a lot of power in terms of decision-making and persuasion. An inventory of current and necessary resources should be determined.

    Method of measuring progress. How will you know when progress has been made? Be specific.

    Completion dates for activities. Deadlines are important to keep you on track. Without deadlines, a person really doesn't have to reach his or her goal because there is no way of measuring whether it is accomplished or not.

    Obstacles to be overcome. What barriers will you face?

    What sacrifices will be required? What will you have to give up?

    Risks involved. We will talk more about this later in this learning experience and, also, in a specific learning experience on risk-taking.

    If failure, what will you do differently? What will happen if you fail?

    Ethical considerations.

2. Actively pursues success and is willing to take risks.

   a. Another attribute on the *LAI* fits with the high-achiever characteristic definition: **Courageous, risk-taker** *(Willingly tries out new ideas in spite of possible loss or failure).*

   b. It has been said a hundred times, "No risk, no gain." Leaders have to take risks. High-achievers go after what they want and do not let the risk (as long as it is reasonably calculated) get in the way. It is good to know the risks involved in a goal or decision, so if any faltering occurs, the risk-taker knows the next best action to take. He or she is better prepared. (There is an entire learning experience on risk-taking.)

   c. Two other *LAI* attributes that fit with this characteristic are as follow: **Willing to accept responsibility** *(Willingly assumes higher-level duties and functions within the organization)* and **Initiating** *(Frequently introduces new ideas).* It takes a certain amount of risk on the part of leaders to accept responsibility for their and their followers' actions (especially when something might not be going right). Also, when you are initiating new ideas to a group, a certain amount of danger is involved. Leaders need high self-esteem and confidence which will help them take risks.

   d. Examine your *LDAP* and the risks you have listed. Do your goals really have risks? If not, are your goals challenging enough?

3. Not particularly bothered by failure; and persists even after repeated failures.

   a. High-achievers do not let the fear of failure stop them from setting high goals, nor do they let failure discourage them while attaining their goals. If failure occurs, they pick themselves up and try again. Successful individuals have a higher rate of failure than unsuccessful people. Many successful entrepreneurs have been bankrupt more than once.

   b. Examine your *LDAP* and list the obstacles that might get in the way of reaching your goal. Are you being realistic about the obstacles you will have to face? Listing your obstacles will help you implement your ideas, if you already know the types of barriers you will face. Are there systems' barriers you need to be aware of? What plan of action or activities can you engage in to overcome these obstacles?

   c. Examine your *LDAP* and list the sacrifices you will have to make. Whenever you engage in a new goal and any changes are made in your life, energy must be taken from one source and applied to another. Leaders must make some sacrifices. Knowledge of these sacrifices, however, will help you make decisions and plans to minimize the effects of energy transference. You can reduce the effect that these sacrifices will have on your other systems (e.g., family) if you have knowledge about them and make arrangements beforehand.

   d. Examine your *LDAP* and write in what you will do differently if failure should occur. It is always best to have a Plan B if failure should occur. Also, preparing yourself for failure and overcoming setbacks are what successful leaders do best. It is too easy to give up when failure occurs. Leaders need to be hardy and determined to succeed.

e. The following are other attributes that will help you overcome failure:

Insightful *(Reflects on the relationship among events and grasps the meaning of complex issues quickly).* You will need to assess the situation quickly, reset your sights, and try another approach. Knowing what went wrong and how to get around barriers is important.

Adaptable, open to change (*Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans).* Being adaptable, asking for advice, and changing your approach might be necessary to attain success.

Tolerant of ambiguity and complexity *(Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding).* You might not be able to tell why you failed, because of the lack of available information at that time. You may have to try again. Some situations are so complex that you might not be able to tell what the exact cause of the failure was. Obtaining as much information as possible is all you can do at this point.

Accountable *(Holds self answerable for work and willingly admits mistakes).* If the failure was due to your actions, admit your error. People usually think positively of individuals who admit they have made a mistake and own up to it. This also sets a good example for your followers.

Persistent *(Continues to act on beliefs despite unexpected difficulties).* Persistence is one of the most important attributes that has a direct effect on being a high-achiever. A high-achiever can be distinguished from a low-achiever very quickly, as the low-achiever will give up or ask for help much sooner than a high-achiever will. This doesn't mean that you should persist beyond all reasonable time limits. But, overall, a high-achiever will try to figure out a problem much longer than a low-achiever will.

Enthusiastic, optimistic *(Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities).* This will be especially difficult after a failure, but society respects individuals who admit mistakes, pick themselves up after a setback, and go on to the next task. A failure is an opportunity to reflect on what went wrong, learn from the information, and turn the situation around. In many cases, you cannot succeed at something unless you know how to fail at it.

Tolerant of frustration *(Acts calmly and patiently even when things don't go as planned).* Of course, you will be somewhat frustrated when things don't go as you had hoped, but the key is not to let this frustration overcome you and prevent you from further action.

Dependable, reliable *(Can be counted on to follow through to get the job done).* Not letting the failure get you down, but reorganizing and moving forward with the new information will be crucial if you want to maintain your integrity.

Even disposition *(Displays a sense of humor and a stable temperament even in stressful situations).* Failure always involves some stress. Individuals respect people who can keep their cool and have some humor left when the chips are down. This will also keep the motivation of your staff elevated.

4. Struggles with problems and is less likely to ask for help right away.

   a. As discussed above under the *persistent* attribute, low-achievers ask for help as soon as a snag occurs in their plan. They don't even try the next logical step before they give up or seek assistance. High-achievers, however, will wrestle with the problem and try various tactics to overcome obstacles. When they finally do seek consultation from an expert, they have already tried the obvious maneuvers that might solve the problem.

   b. The following are other attributes that are important when a leader is struggling with a problem:

   Insightful *(Reflects on the relationship among events and grasps the meaning of complex issues quickly).* Reflection and thoughtful introspection are very important when trying to resolve problems. The ability to see relationships among complex elements is helpful and allows the leader to generate alternative solutions and implement different tactics to resolve the same problem.

   Decision-making *(Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions)*; **Problem-solving** *(Effectively identifies, analyzes, and resolves difficulties and uncertainties at work)*; and **Information management** *(Identifies, collects, organizes, and analyzes the essential information needed by the organization).* The ability to obtain the necessary information to resolve problems and issues on-the-job quickly is essential to a leader. Followers look to the leader for direction. The leader needs to know where to get the information, and when to ask for it. As stated above, a high-achiever is less likely to ask for help when resolving problems. But, in the end, if additional information is needed, the leader must make a decision about when to ask for help and where to get the information.

5. Prefers tasks that have clear-cut outcomes.

   High-achievers like to know what they are striving toward. As a leader, if a goal is not clear-cut, it is your responsibility to specify the terms in precise language, so that there is no question about when the task is completed. If you are asked to complete a task that is ambiguous in nature, it is in your best interest to obtain clarification. Otherwise, how will you know when you have completed the task and to what standards?

6. Likes concrete feedback.

   High-achievers like feedback that will help them become better performers. If you are not receiving feedback that will specifically help you fine-tune your performance, ask for it. When feedback is specific, it helps you target behaviors that will assist you in becoming a better leader.

7. Preoccupied with own performance and level of ability.

   High-achievers are more concerned with their own performance and their ability to achieve certain tasks than they are about whether or not the next person is achieving. They perform at high levels for their own sake and are less inclined to liken themselves to others. They are interested in improving their behaviors because it is an investment in their own self-worth.

8. Delays immediate gratification and makes careful plans for future.

   Most high-achievers do not need immediate reinforcement for the work they engage in. They see the benefit in long-term goals and can find fulfillment in knowing that they are taking steps that will lead them to a long-term objective, which will eventually pay off. They do not need constant rewards or praise for staying on track.

9. Experiences satisfaction from success (pride).

   High-achievers experience a high sense of satisfaction when they have performed their best and have reached a goal. They are happy with themselves and like feeling a sense of pride in their accomplishment. Leaders should not assume that they do not have the right to feel good about reaching a goal. A sense of pride in accomplishing a purpose is what keeps many leaders motivated.

Achievement-Oriented

Purpose: Participants will understand the multifaceted nature of high achievement and engage in actions that are considered high-achiever behaviors.

Behavioral Objective:

Given: Daily opportunities to increase achievement level.

Behavior: Engage in behaviors that model high-achiever characteristics.

Standard: Demonstrate and record two behaviors on-the-job per week that could be categorized as high-achieving.

LAI Definition

Achievement-Oriented

Shows commitment to achieving goals and strives to keep improving performance.

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

High-Achiever Characteristics

- Establishes challenging and difficult but realistic goals.
- Actively pursues success and is willing to take risks.
- Not particularly bothered by failure.
- Persists even after repeated failures.
- Struggles with problems and is less likely to ask for help right away.
- Prefers tasks that have clear-cut outcomes.
- Likes concrete feedback.
- Preoccupied with own performance and level of ability.
- Delays immediate gratification and makes careful plans for future.
- Experiences satisfaction from success (pride).

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Establishes challenging and difficult but realistic goals.

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Actively pursues success and is willing to take risks.

Courageous, risk-taker: Willingly tries out new ideas in spite of possible loss or failure.

Willing to accept responsibility: Willingly assumes higher-level duties and functions within the organization.

Initiating: Frequently introduces new ideas.

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Not particularly bothered by failure; and persists even after repeated failures.

- Obstacles
- Sacrifices
- Failure

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

AO6.T

Attributes To Help Overcome Failure

Insightful	Reflects on the relationship among events and grasps the meaning of complex issues quickly.
Adaptable, open to change	Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.
Tolerant of ambiguity and complexity	Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
Accountable	Holds self answerable for work and willingly admits mistakes.
Persistent	Continues to act on beliefs despite unexpected difficulties.
Enthusiastic, optimistic	Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.
Tolerant of frustration	Acts calmly and patiently even when things don't go as planned.
Dependable, reliable	Can be counted on to follow through to get the job done.
Even disposition	Displays a sense of humor and a stable temperament even in stressful situations.

Struggles with problems and is less likely to ask for help right away.

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Struggles With Problems and Is Less Likely to Ask for Help Right Away

Insightful	Reflects on the relationship among events and grasps the meaning of complex issues quickly.
Decision-making	Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
Problem-solving	Effectively identifies, analyzes, and resolves difficulties and uncertainties at work.
Information management	Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Prefers tasks that have clear-cut outcomes.

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Likes concrete feedback.

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Preoccupied with own performance and level of ability.

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Delays immediate gratification and makes careful plans for future.

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

Experiences satisfaction from success (pride).

Adapted from Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

High-Achiever Characteristics On-the-Job

Characteristic	Describe Situation
Establishes challenging and difficult but realistic goals.	
Actively pursues success and is willing to take risks.	
Not particularly bothered by failure.	
Persists even after repeated failures.	
Struggles with problems and is less likely to ask for help right away.	
Prefers tasks that have clear-cut outcomes.	
Likes concrete feedback.	
Preoccupied with own performance and level of ability.	
Delays immediate gratification and makes careful plans for future.	
Experiences satisfaction from success (pride).	

PREPARING LEADERS FOR THE FUTURE: A DEVELOPMENT PROGRAM FOR UNDERREPRESENTED GROUPS IN VOCATIONAL EDUCATION

VOLUME II

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Learning Experience Guide #15

Interpersonal Sensitivity (Focused on Diversity Advocacy)

Purpose

The participants will recognize that valuing and managing diversity through interpersonal sensitivity means

1. moving beyond prejudices to appreciate differences.
2. utilizing diversity in organizations to accomplish organizational and work-group goals.
3. integrating appreciation of diversity with development of shared organizational values and superordinate goals.
4. challenging stereotypes and behaviors that limit opportunities.

Behavioral Objective

Given:	A situation in which advocacy for diversity is needed.
Behavior:	Persuade the appropriate personnel to recognize the organizational benefits of diversity.
Standard:	Persuasive arguments will incorporate the factors discussed in the course materials and will demonstrate how diversity relates to effective organizational outcomes.

Behavior Detailing	
Process (Steps or Actions)	**Knowledge Base**
1. Recognize individual and organizational behaviors and practices that promote diversity in organizations. 2. Recognize barriers that block acceptance and full utilization of diversity in organizations. 3. Advocate for valuing and managing diversity in organizations by formulating, implementing, and supporting needed policies, support systems, and practices related to organizational goals. 4. Promote organizational support by evaluating effectiveness of valuing and managing diversity efforts. 5. Promote valuing and managing diversity in organizations by role-modeling appropriate behaviors.	1. Acknowledge your attitudes about stereotypes, assumptions, and behaviors. 2. Recall typical attitudinal barriers to valuing and managing diversity in organizations. 3. Recall the organizational benefits of valuing and managing diversity in organizations. 4. Recall organizational practices that promote diversity.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present a short lecture on the history of the movement to value and manage diversity, including a. assimilation. b. equal employment opportunity and affirmative action legislation. c. Hudson Institute report on Workforce 2000. d. education, training, and organization development initiatives to value and manage diversity for change.	Trans.: IS1.T
	2. Present the purpose and behavioral objective of this learning experience.	IS2.T
Need-To-Know Information	3. Lead a discussion on a. the definition of diversity. b. the meaning of valuing diversity. c. the meaning of managing diversity. d. the meaning of interpersonal sensitivity. e. the relationship between interpersonal sensitivity and valuing and managing diversity. *Sample Questions*: Why are valuing and managing diversity important? How can interpersonal sensitivity support valuing and managing diversity?	Trans.: IS3-5.T Handout: IS1.H Flipchart
Guided Practice	4. Divide the group into dyads (or triads) and hand out the *Diversity Metaphors* worksheet. Ask participants to write down as many "old" and "new" metaphors for working with diversity as they can think of in three minutes. At the end of three minutes, have participants share their metaphors with their small group and then with the whole group (from their handouts). Example: *Old* Melting Pot — *New* Mulligan stew	Trans.: IS6.T Handout: IS1.W
Need-To-Know Information	5. Present information on organizational culture, including a. definitions of culture. b. the *iceberg* model of the levels of culture.	Trans.: IS7-8.T Handout: IS2.H

Lesson Stage	Instructor Actions	Resources
Guided Practice	6. Have participants work in their dyads (or triads) to answer the following questions: a. What differences do you see in underlying assumptions and values between the old and new metaphors for diversity? b. What assumptions, values, beliefs, and perceptions are related to attitudes and behaviors that are barriers to valuing and managing diversity? c. What underlying assumptions, beliefs, values, and perceptions relate to attitudes and behaviors that support valuing and managing diversity culture change? 7. Call on participants to share answers with the class.	
Need-To-Know Information	8. Present information on the following attitudinal barriers: a. prejudice b. stereotyping c. fear d. defense mechanisms	Trans.: IS9-11.T
Guided Practice	9. Lead a discussion on a. Where do stereotypes and prejudices come from? b. Why are they so difficult to change? c. What purpose do defense mechanisms serve? d. How can interpersonal sensitivity skills help leaders promote change in organizations toward valuing and managing diversity?	Trans.: IS12.T Handout: IS3.H

Lesson Stage	Instructor Actions	Resources
Demonstration	10. Divide the class into two groups—the Alphans and the Betans. Present the material on *BaFa'BaFa'*. Tell the class that they will be participating in a simulation experience and that the specific purposes of the simulation will become evident as it progresses. Explain that the simulation is called *BaFa'BaFa'*, and that there are two groups (cultures): Alpha and Beta. Use the instructions, tapes, and materials that come with the *BaFa'BaFa'* kit. *[Note: This simulation exercise and follow-up discussion take 70 to 80 minutes. The instructor will need one extra person to help direct the other group (Beta). If there are time constraints, see Alternative/Optional Activities section for suggested alternatives.]*	Trans.: IS13.T
Guided Practice	11. Call on participants to give some examples of a. organizational (or subgroup) situations in which diversity advocacy and leadership behaviors are needed. b. what behaviors/actions are necessary. c. in what ways interpersonal sensitivity supports diversity advocacy. d. implications of interpersonal sensitivity issues for system reality analysis.	

Lesson Stage	Instructor Actions	Resources
Unguided Practice	12. Assign participants the following tasks: a. Identify a situation in your work environment in which you see a need for diversity advocacy, and describe what you perceive to be your diversity advocacy position or role in this situation (at an organizational or work group level). b. Assess you own biases, assumptions, and stereotypes in relation to this situation. c. Identify organizational and work group attitudinal barriers to diversity, as well as possible areas of support and practices that promote diversity. d. Identify organizational and work-group benefits of valuing and managing diversity, and formulate strategies for delivering your diversity message to appropriate personnel. e. If possible, deliver your persuasive arguments to the appropriate personnel. f. Describe in a typed report (ten pages) the process as outlined above and the impact of delivering your arguments to advocate diversity in this situation. (If it is not possible to deliver your persuasive arguments to organizational personnel, find at least one other professional to whom you can deliver your persuasive arguments and who will give you feedback. Include this in your written report.)	Handout: IS4.H
Evaluation	13. Review each participant's assignment; use the completeness criteria of process, logic, persuasiveness, cogency, and consistency.	
Feedback	14. Return assignments with written comments, and give general verbal feedback to the group.	
	[Estimated In-Class Time: 4 hours] [Estimated Out-of-Class Time: 3 to 4 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	13 transparencies (IS1-13.T)
Handouts:	*Definitions of Interpersonal Sensitivity* (IS1.H) *Interpersonal Sensitivity/Communication Model* (IS3.H) *Iceberg Model of Culture*(IS2.H) *Out-of-Class Assignment* (IS4.H)
Worksheet:	*Diversity Metaphors* (IS1.WI)

B. Materials to be secured by the client

Shirts, G. (1977). *BaFa' BaFa': A cross cultural simulation*. Del Mar, CA: Simulation Training Systems. [Simulation Training Systems, P.O. Box 910, Del Mar, CA 92014, (619) 755-0272. Purchase price is $90.00]

C. Equipment needed

Overhead projector
Blackboard or flipchart

D. Material preparation

1 set of transparencies (IS1-13.T)
1 distribution of handouts (IS1-4.H)
1 distribution of worksheet (IS1.WI)

E. Alternative/Optional activities

1. An alternative to the *BaFa' BaFa'* simulation would be to use the videotape, *A Winning Balance* (1993), which includes trainer and participant manuals (purchase or rent from BNA Communications, Inc., 9439 Key West Avenue, Rockville, MD 20850-3396, (800) 233-6067). It is an interactive exercise between the viewing screen and each participant. Its objective is to build self-awareness of one's own biases and stereotypes by

   a. having viewers "rate" each black-and-white image of person(s) as it flashes on the screen (1=Appreciation, 2=Acceptance, 3=Tolerance, 4=Avoidance, 5=Repulsion).
   b. Presenting facts about each photo/image.
   c. Bringing each image to life as these persons speak about their lives.

   It ends with a presentation of *The Awareness Spectrum* in regard to bias and prejudices, which can be used as a take-off point for class discussion.

2. An alternative assignment activity would be to find a benchmark organization or school setting in which valuing and managing diversity has already taken root, and find out the following:

   a. Why and when was the diversity work started?
   b. What is the background for it?
   c. What were/are the barriers to valuing and managing diversity effectively?
   d. What organizational practices support and promote it?
   e. What strategies have been used to deliver the diversity message to organizational personnel?
   f. To what organizational goals has the valuing and managing diversity work been tied?
   g. How do they measure the effectiveness of the results in relation to the organizational mission and goals?

Turn in a written report (typed—no more than ten pages).

Supplemental Reading

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Johnston, W. B., & Packer, A. E. (1987). *Workforce 2000: Work and workers for the 21st century*. Indianapolis: Hudson Institute.

Loden, M., & Rosener, J. B. (1991). *Workforce America!: Managing employee diversity as a vital resource*. Homewood, IL: Business One Irwin.

Morrison, A. M. (1992). *The new leaders: Guidelines on leadership diversity in America.* San Francisco: Jossey-Bass.

Odenwald, S. B. (1993). *Global training: How to design a program for the multinational corporation*. Alexandria, VA: ASTD Press & Homewood, IL: Business One Irwin.

Ogbu, J. (1992, November). Understanding cultural diversity and learning. *Educational Researcher, 21*(8), 5-14.

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Schein, E. H. (1983, Summer). The role of the founder in creating organizational culture. *Organizational Dynamics, 13*, 13-28.

Shirts, G. (1977). *BaFa' BaFa': A cross cultural simulation*. Del Mar, CA: Simulation Training Systems.

Smith, M. A., & Johnson, S. J. (Eds.). (1991). *Valuing differences in the workplace*. Alexandria, VA: ASTD Press.

Thomas, R. R., Jr. (1990, March-April). From affirmative action to affirming diversity. *Harvard Business Review*, pp. 107-117.

Thomas, R. R., Jr. (1991). *Beyond race and gender: Unleashing the power of your total workforce by managing diversity*. New York: AMACOM.

Thomson, S. (1993). *Principals for our changing schools: The knowledge and skills base* Fairfax, VA: National Policy Board for Educational Administration.

Walker, B. A. (1991). Valuing differences: The concept and a model. In M. A. Smith & S. J. Johnson (Eds.), *Valuing differences in the workplace* (pp. 7-17). Alexandria, VA: ASTD Press.

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Notes for Presentation of Rationale

I. Background

A. *Interpersonal Sensitivity* in this Leadership Development Program Is Focused on the Advocacy of Diversity.

1. In her chapter on "Preparing Workers for the 21st Century: Relating Vocational-Technical Education to Diverse Training Needs in the Workplace," Winifred Warnat (1991), Director of the Vocational-Technical Education division in the U.S. Department of Education, cited *four major trends* projected to "affect the vocational-technical education system: changing demographics, advancing technology, an evolving global workplace, and a heightened need for educational reform" (p. 68).

2. Among the challenges Warnat posed for the field of vocational-technical education were the need to serve more diverse populations and the need to revitalize the field itself. Priorities for meeting these challenges include

    a. developing competent and relevant educators and administrators.

    b. developing leadership within the field.

B. Historical Review of Diversity in the United States

1. Historically, the United States has viewed itself as a melting pot of diversity. This is an assimilation view or paradigm in which minorities assimilate into the majority culture. Differences are "melted down," similarities are emphasized, and diversity is virtually ignored. However, in this paradigm, not all minorities have been assimilated. Some inequalities have prevailed and tensions have simmered beneath the surface.

2. In *Understanding Cultural Diversity and Learning*, John Ogbu (1992) makes a clarifying distinction between the following two types of minority status: (1) voluntary minorities and (2) involuntary minorities. *Voluntary minorities* refers to immigrants who have moved to the U.S. more or less voluntarily. *Involuntary minorities* are "castelike . . . people who were originally brought into the United States or any other society against their will. For example, through slavery, conquest, colonization, or forced labor" (p. 8). Ogbu states further that these people have been "denied true assimilation into the mainstream society" (p. 8).

3. Employment equity and school desegregation issues came to the fore in the 1950s and 1960s, and changes were supported by the Supreme Court and civil rights legislation. Giraldo (1991) states that "the Civil Rights Act of 1964 was an attempt, finally, to make a reality of the nation's founding principles and to eliminate, once and for all, the ugly scar of discrimination. What many people perceived to be the culminating act, however, turned out to be only the opening salvo in a battle against discrimination that continues today" (pp. 63-64).

C. A New Diversity Paradigm?

1. Diversity has become a "hot topic" in the United States. But, diversity is not a new phenomenon here. Immigrants have been coming to this country for many years. And Native Americans were here long before the framers of the U.S. Constitution or the first settlers from other countries.

2. Though diversity is not new, what is new is the concept of *valuing and managing diversity* in our educational and work organizations. The perspective is changing from viewing worker and student diversity as a deficit and a liability to viewing it as an asset that can add great value to our organizations and our society.

3. An important impetus for this change in perspective came from the Hudson Institute's Workforce 2000 report (Johnston & Packer, 1987), funded by a grant from the Employment and Training Administration of the U.S. Department of Labor. The report strikingly brought to the attention of organizational leaders the need to examine the implications of the projected demographic changes.

4. Many educational and work organizations have begun the work of valuing and managing diversity through educational, training, and organization development interventions—to build awareness and sensitivity to people's differences, as well as develop the management skills needed to manage and educate diverse groups of people.

II. Focus of this Learning Experience

A. Moving from a Deficit/Discriminatory Model of Diversity to a Valuing and Managing Diversity Model: From Viewing Diversity as a Liability to Viewing It as an Asset

1. This model is used because it is based on a systematic review of the literature, and it provides direction and insight for the development of interpersonal sensitivity focused on the advocacy of diversity.

2. Participants will develop the leadership attributes of sensitivity and respect through

   a. recognizing that valuing and managing diversity means moving beyond prejudices to appreciate differences.
   b. utilizing diversity in organizations to accomplish organizational and work-group goals.
   c. integrating appreciation of diversity with development of shared organizational goals.
   d. challenging stereotypes and behaviors that limit opportunities.

B. Present the Purpose and Behavioral Objective.

Purpose: The participants will recognize that valuing and managing diversity through interpersonal sensitivity means

1. moving beyond prejudices to appreciate differences.
2. utilizing diversity in organizations to accomplish organizational and work-group goals.
3. integrating appreciation of diversity with development of shared organizational values and superordinate goals.
4. challenging stereotypes and behaviors that limit opportunities.

Given: A situation in which advocacy for diversity is needed.

Behavior: Persuade the appropriate personnel to recognize the organizational benefits of diversity.

Standard: Persuasive arguments will incorporate the factors discussed in the course materials and will demonstrate how diversity relates to effective organizational outcomes.

Notes for Presentation of Need-To-Know Information

I. What Is Culture?

A. *Definitions*

1. According to Dyer (1986), *culture* "refers to the basic values and assumptions shared by a group" (p. 14). The "group" can refer to societies, tribes, organizations, nations, and so on.

2. Odenwald (1993) describes culture as "a group's collective intellectual environment. It is everything individuals are exposed to that formulates the way they experience life. The problem with defining and understanding culture is that, like a fish in water, it surrounds you at all times. Human beings in a new culture could be compared to a fish out of water" (p. 46).

3. In his book, *Culture's Consequences*, Hofstede (1984) defines culture as "collective programming of the mind." He reserves the term "culture" for entire societies and uses "subculture" for groups within a society (p. 13).

4. Schein (1983) defines culture, in relation to organizations, as "the pattern of basic assumptions that a given group has invented, discovered, or developed in learning to cope with its problems of external adaptation and internal integration" (p. 14). The underlying basic assumptions of the group are what define and give shape to everything else about an organization's or group's culture.

B. *Four Levels of Culture*

According to Dyer (1986), there are *four levels* of culture: (1) artifacts, (2) perspectives, (3) values, and (4) assumptions (pp. 14-21).

1. **Artifacts** are overt expressions. This is the level of behavior and actions that can be observed. They can be verbal (e.g., jargon, language, stories, myths); they can be physical (e.g., dress, art, physical layout); or they can be behavioral (e.g., ceremonies, rituals, acceptable or not acceptable behaviors).

2. **Perspectives** are socially shared norms and rules of conduct (i.e., "how we do things around here").

3. **Values** are broad principles that "reflect general goals, ideals, and standards" and provide both formal and informal guides for overall behavior. Values transfer across situations; they can be ideal (if not acted upon) or real (if enacted).

4. **Assumptions** are core beliefs that underlie a group's and/or individuals' values, perspectives, and artifacts. Dyer (p. 20) lists seven categories of assumptions (useful in deciphering cultural patterns): (1) relationships, (2) human nature, (3) the nature of truth, (4) the environment, (5) universalism/particularism, (6) time, and (7) the nature of human activity.

II. Attitudinal Barriers to Valuing and Managing Diversity

A. ***What Is Prejudice?*** A simple definition of *prejudice* is "thinking ill of others without sufficient warrant" (Allport, 1958, p. 7). It is judging (either for or against) before considering the facts (Johnson, 1992b).

B. ***What Is a Stereotype?***

1. Gordon Allport (1958) defines a *stereotype* as "an exaggerated belief associated with a category. Its function is to justify (rationalize) our conduct in relation to that category [i.e., group attributes]" (pp. 187-188). He explains that a stereotype is not the same thing as the category but is focused on the category. A stereotype is used to categorically accept or reject a group—that is, acceptance or rejection is based on an "exaggerated belief" rather than on knowledge or facts about a particular group/category and the persons in it.

2. Stereotypes are difficult to change even when factual information is available. According to Allport (1958), "irrational categories are formed as easily as rational categories. Probably they are formed more easily, for intense emotional feelings have a property of acting like sponges. Ideas, engulfed by an overpowering emotion, are more likely to conform to the emotion than to objective evidence" (p. 22).

3. Stereotypes "often have little basis in reality yet become the basis for judging others. A *negative stereotype* is one that classifies and ranks people according to demeaning or unwarranted attributes" (Thomson, 1993, p. 15-12).

4. Thomson (1993, p. 15-12) points to "two types of knowledge that *affect* sensitivity: knowledge about groups (stereotyping) and knowledge about individuals (differentiating among individuals within a group)." Sensitive leadership depends on recognizing persons as unique individuals, that is, trying to "assess accurately the attributes, interests, values, and roles of others" (p. 15-13).

C. ***Defense Mechanisms.*** Be aware of the ways in which you might express resistance to change. It is usually easier to stick with your stereotypes and prejudices than to change them and your behavior. As Bolton (1979) explains: "I have an awareness of and respect for the resistance most of us have to new learnings—especially if they demand behavioral change on our part. When the change is as fundamental as basic ways of relating to loved ones and business associates, the stakes are indeed high and reworking patterns of behavior can be an act of considerable courage" (p. 11).

III. Interpersonal Sensitivity Attribute for Diversity Leadership

A. ***What Is Interpersonal Sensitivity as it Relates to Diversity Leadership Development?***

1. It is one of the areas included in the Leadership Development Program because the Advisory Committee members judged that its "further development is likely to be helpful to most underrepresented groups."

2. The attribute is defined as "Sensitivity, respect: Shows genuine concern for the feelings of others and regard for them as individuals." *[Have participants refer to their Handout IS1.H.]*

B. ***Other Definitions of Interpersonal Sensitivity***

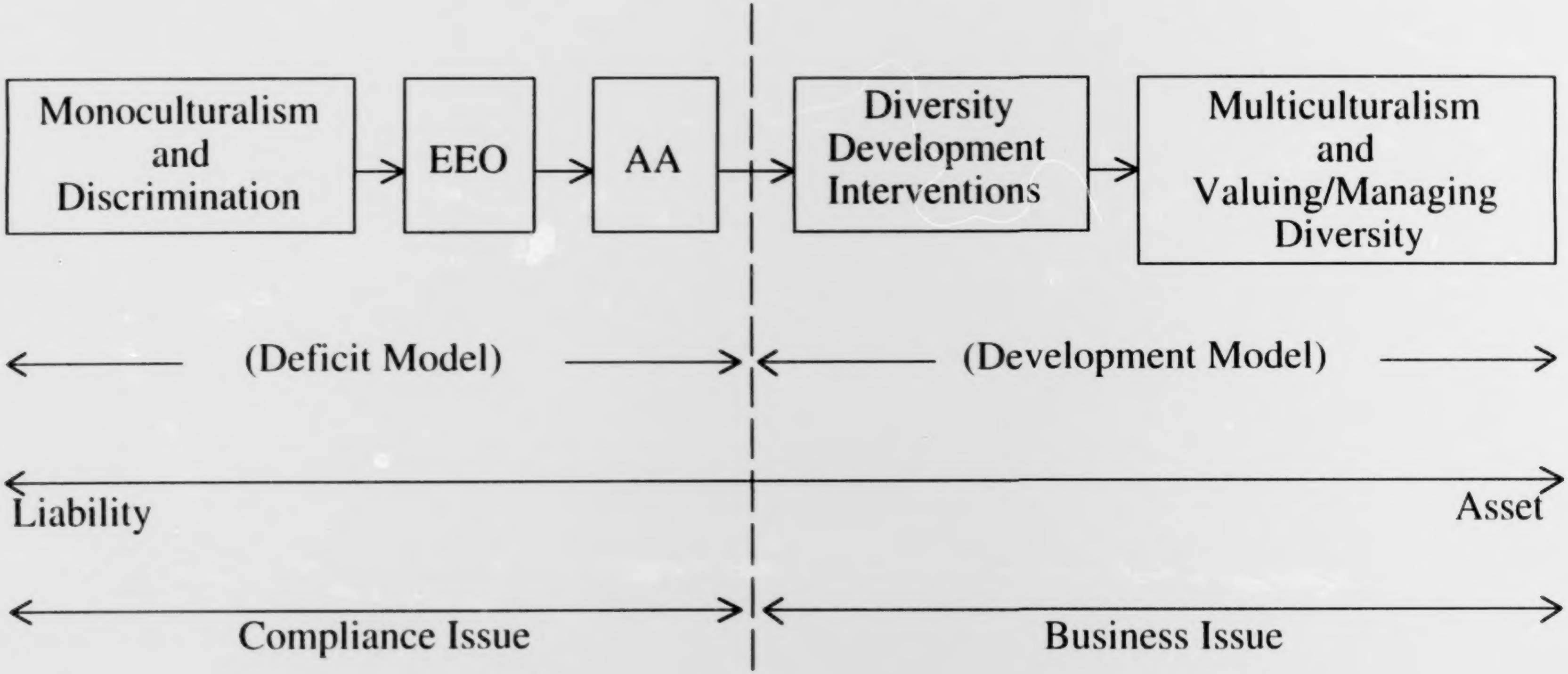
1. In *Principals for Our Changing Schools* (Thomson, 1993), sensitivity is defined as "perceiving the needs and concerns of others; dealing tactfully with others; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural differences; relating to people of varying backgrounds" (p. 15-3). It includes respect for and openness to others' needs; remaining calm and in control of your own emotions; listening and asking for more information; awareness of your own biases, values, and assumptions; being tactful; and taking sensitive actions.

2. A sensitive leader "must understand how personal factors affect his or her perceptions, feelings, and actions toward others and act accordingly" and "behave in ways that promote a caring environment" (Thomson, 1993, pp. 15-14 – 15-15).

3. In other words, a sensitive leader in a diverse environment should know herself or himself, seek to understand others, and act with care. It might be helpful to think of oneself in terms of having an "open house" of the mind—to which everyone is invited!

4. *Use communication model transparency from* Principals for Our Changing Schools *(p. 15-11) to discuss Interpersonal Sensitivity factors regarding communication issues.*

Perspectives on Diversity in the U.S. Workplace



Monoculturalism and Discrimination → EEO → AA → Diversity Development Interventions → Multiculturalism and Valuing/Managing Diversity

(Deficit Model)

(Development Model)

Liability

Asset

Compliance Issue

Business Issue

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Interpersonal Sensitivity
(Focused on Diversity Advocacy)

Purpose: The participants will recognize that valuing and managing diversity through interpersonal sensitivity means

1. moving beyond prejudices to appreciate differences.
2. utilizing diversity in organizations to accomplish organizational and work-group goals.
3. integrating appreciation of diversity with development of shared organizational values and superordinate goals.
4. challenging stereotypes and behaviors that limit opportunities.

Behavioral Objective:

Given: A situation in which advocacy for diversity is needed.

Behavior: Persuade the appropriate personnel to recognize the organizational benefits of diversity.

Standard: Persuasive arguments will incorporate the factors discussed in the course materials and will demonstrate how diversity relates to effective organizational outcomes.

Definition of Diversity

Diversity refers to a broad range of differences among employees in a work organization—including race, sex, age, ethnicity, physical ability, sexual orientation, education, and so on.

S. J. Johnson (1992b)

More Definitions

Valuing Diversity refers to a change in perspective in regard to the individual workers in an organization—from regarding their differences as a disadvantage to seeing them as an important asset.

Managing Diversity refers to the effective utilization of the diversity of all employees in an organization to accomplish organizational goals.

S. J. Johnson (1992b)

Definitions of Interpersonal Sensitivity

Sensitivity and respect: Showing genuine concern for the feelings of others and regard for them as individuals.

LAI Attribute

"Perceiving the needs and concerns of others; dealing tactfully with others; . . . recognizing multicultural differences; relating to people of varying backgrounds."

S. Thomson (1993)

Diversity Metaphors

Old	New
Melting Pot	Mulligan Stew
Puree	Tossed Salad
Assimilation	Variety is the Spice of Life
Monocultural	Multicultural
Valuing Sameness	Quilt
Blender	Valuing Differences
Mashed Potatoes	Smorgasbord
	Salad Bar

Definitions of Culture

The basic values and assumptions shared by a group . . .

W. G. Dyer (1986)

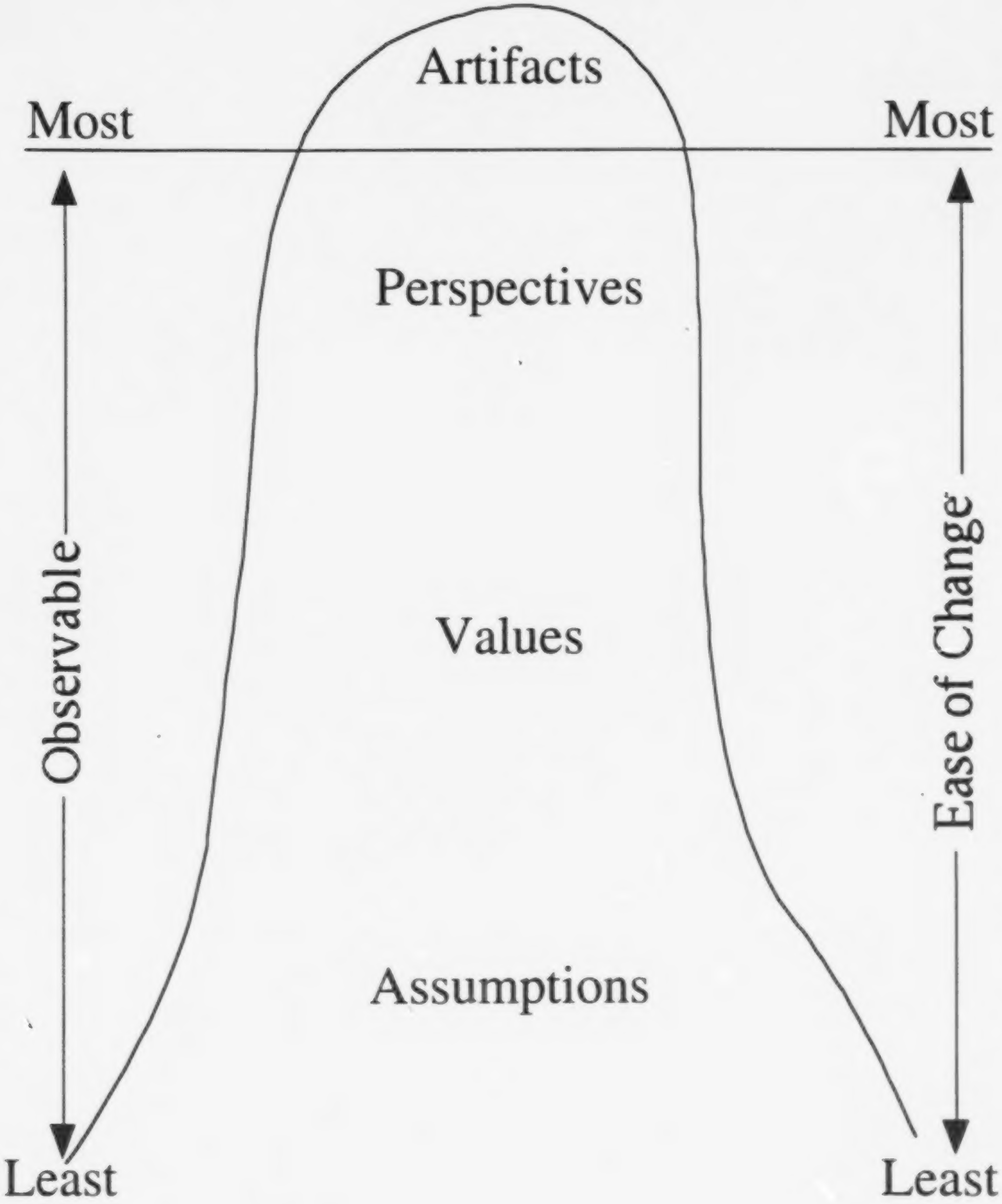
A group's collective intellectual environment . . . like a fish in water, it surrounds you all the time.

S. B. Odenwald (1993)

Collective programming of the mind . . .

G. Hofstede (1984)

Iceberg Model of Culture



Artifacts

Perspectives

Values

Assumptions

Most

Least

Observable

Most

Least

Ease of Change

Definitions of Prejudice

Thinking ill of others without sufficient warrant.

G. W. Allport, 1958, p. 7

Judging before considering the facts.

S. J. Johnson (1992b)

Definitions of Stereotype

"an exaggerated belief associated with a category. Its function is to justify (rationalize) our conduct in relation to that category."

G. W. Allport (1958), pp. 187-188

"Stereotypes often have little basis in reality yet become the basis for judging others."

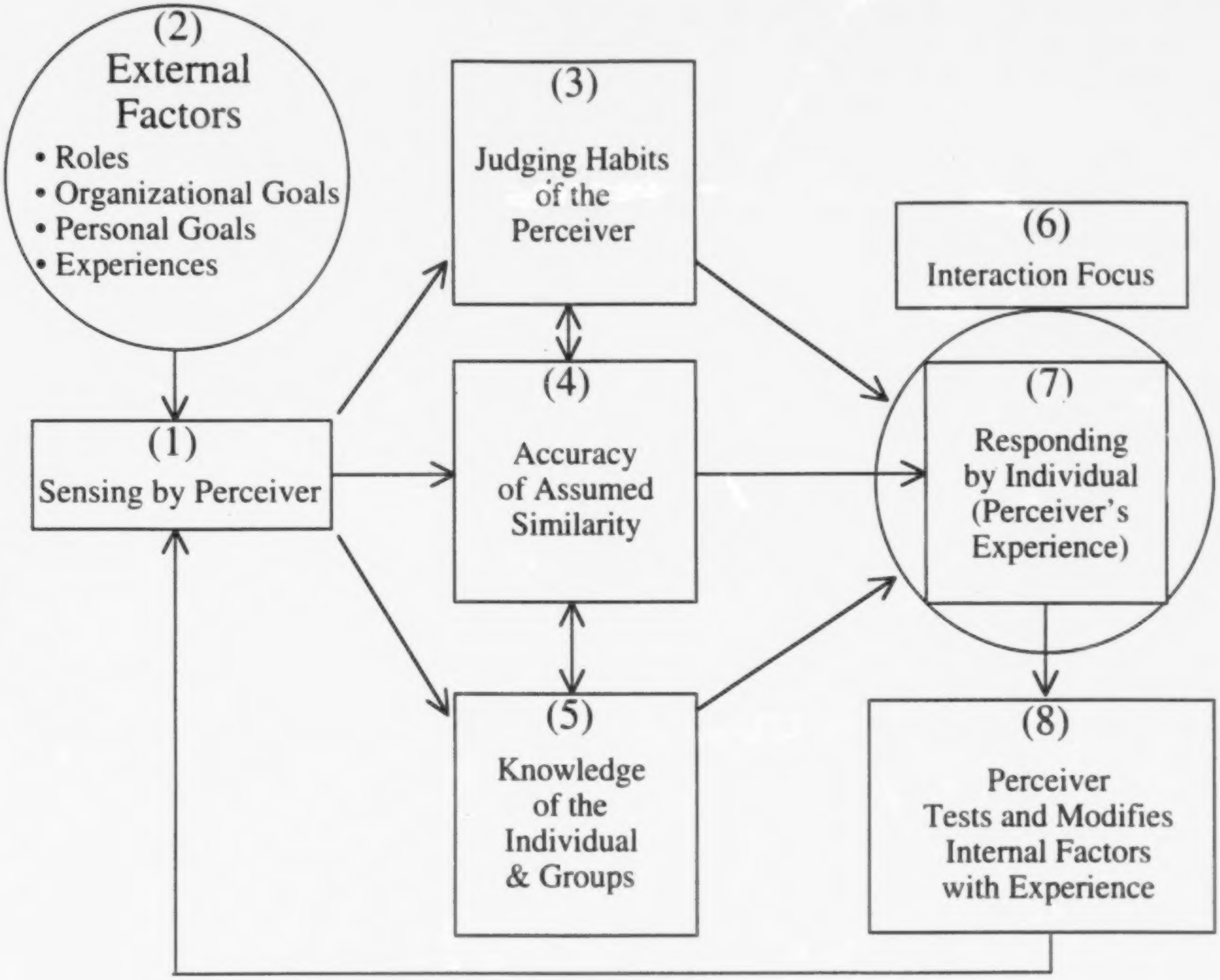
S. Thomson (1993), p. 15-12

Defense Mechanisms

"I have an awareness of and respect for the resistance most of us have to new learnings—especially if they demand behavioral change on our part."

R. Bolton (1979), p. 11

Interpersonal Sensitivity/ Communication Model


(2)
External Factors
• Roles
• Organizational Goals
• Personal Goals
• Experiences
(3)
Judging Habits of the Perceiver
(6)
Interaction Focus
(1)
Sensing by Perceiver
(4)
Accuracy of Assumed Similarity
(7)
Responding by Individual (Perceiver's Experience)
(5)
Knowledge of the Individual & Groups
(8)
Perceiver Tests and Modifies Internal Factors with Experience

Source: Thomson, S. (Ed.). (1993). *Principals for our changing schools: The knowledge and skills base* (p. 15-11). Used by permission.

BaFa' BaFa' (Process)

1. Divide into two cultures.
2. Learn and practice your new culture.
3. Select an observer.
4. Exchange of observers.
5. Report of observers.
6. Exchange of visitors.
7. End of game.
8. Discussion and analysis.

Definitions of Interpersonal Sensitivity

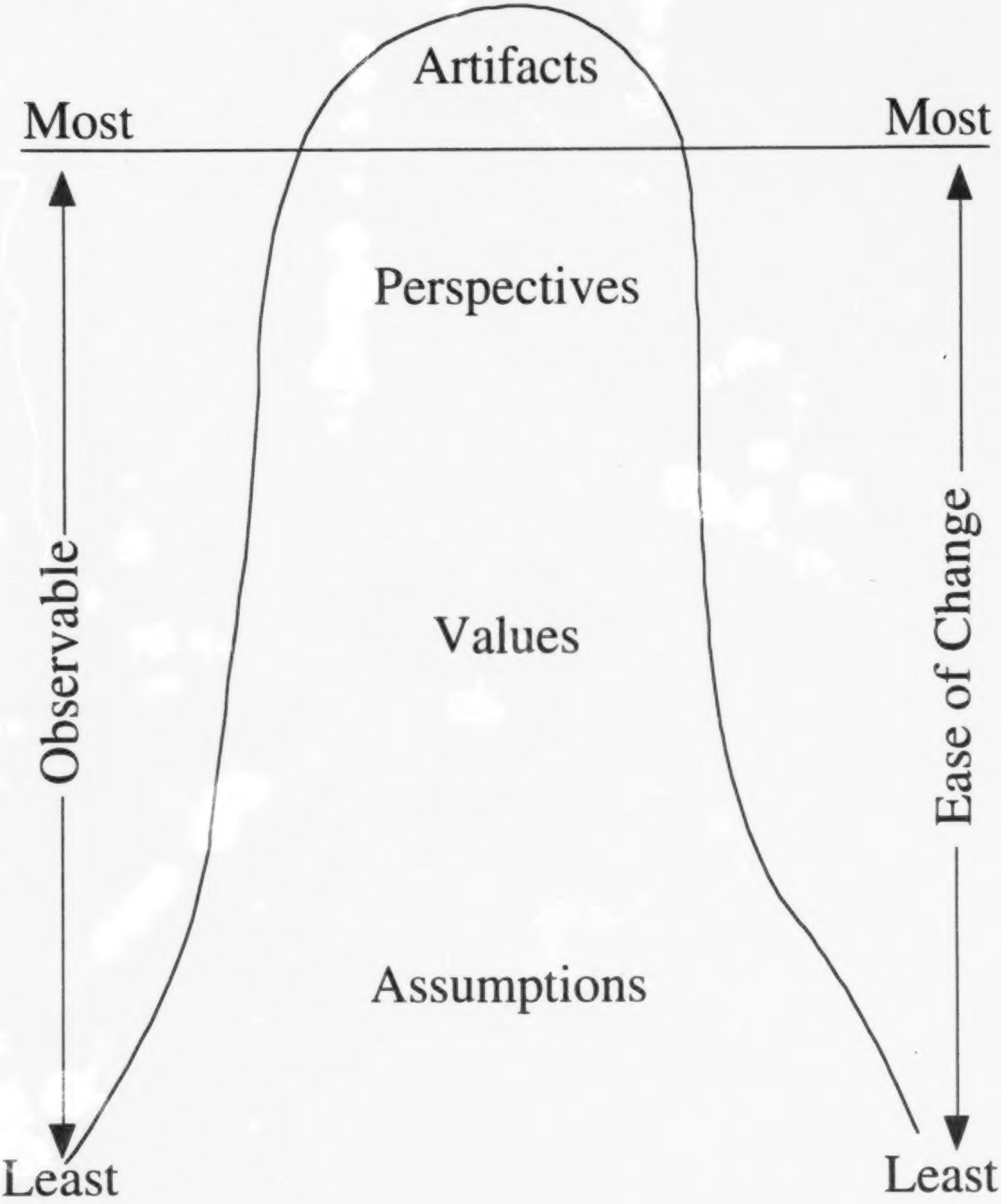
Sensitivity and respect: Showing genuine concern for the feelings of others and regard for them as individuals.

LAI Attribute

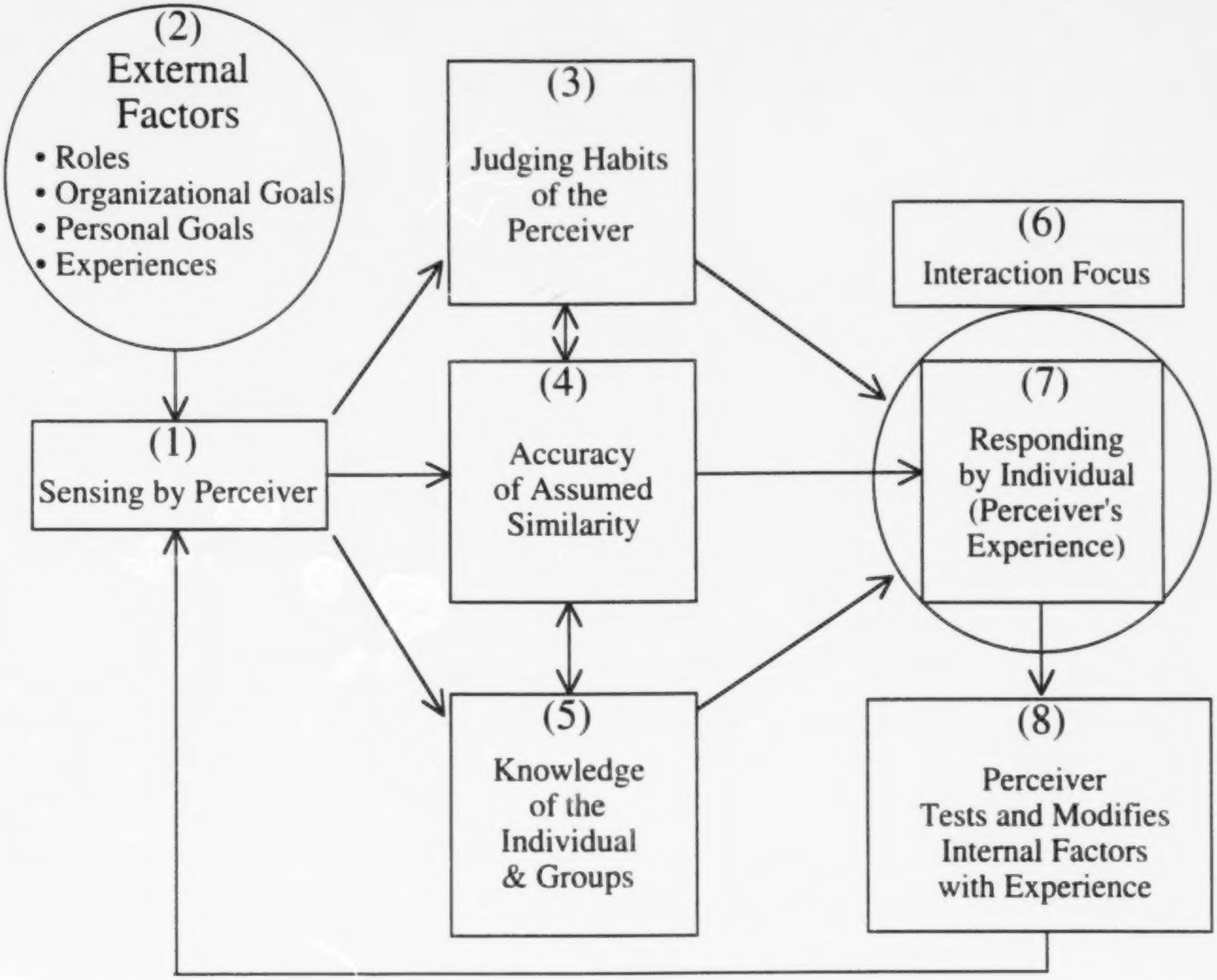
Perceiving the needs and concerns of others; dealing tactfully with others; . . . recognizing multicultural differences; relating to people of varying backgrounds.

S. Thomson, 1993

Iceberg Model of Culture


Artifacts
Most
Most
Perspectives
Observable
Values
Ease of Change
Assumptions
Least
Least

Interpersonal Sensitivity/ Communication Model


(2)
External Factors
• Roles
• Organizational Goals
• Personal Goals
• Experiences
(3)
Judging Habits of the Perceiver
(6)
Interaction Focus
(1)
Sensing by Perceiver
(4)
Accuracy of Assumed Similarity
(7)
Responding by Individual (Perceiver's Experience)
(5)
Knowledge of the Individual & Groups
(8)
Perceiver Tests and Modifies Internal Factors with Experience

Source: Thomson, S. (Ed.). (1993). *Principals for our changing schools: The knowledge and skills base* (p. 15-11). Used by permission.

Out-of-Class Assignment

Interpersonal Sensitivity

1. Identify a situation in your work environment in which you see a need for diversity advocacy.

2. Describe what you perceive to be your diversity advocacy position/role in this situation (organizational or work-group level).

3. Assess your own biases, assumptions, and stereotypes in relation to this situation.

4. Identify organizational and work-group attitudinal barriers to, as well as possible areas of support and practices that promote diversity.

5. Identify organizational and work-group benefits of valuing and managing diversity.

6. Formulate strategies for delivering your diversity message to appropriate personnel (who are they?).

7. Deliver your persuasive arguments to the appropriate people.

8. Ask for their feedback.

9. Type a ten-page (at the most) report of the process in narrative form (as a case study, for example). Include the impact it had on your audience and their feedback.

Diversity Metaphors

Old (Melting Pot)	New (Mulligan Stew)

Learning Experience Guide #16

Motivating Others*

Purpose	
Participants will become familiar with several models of motivation to analyze their and others' behaviors.	
Behavioral Objective	
Given:	Current situations on-the-job in which the motivation of others can be evaluated.
Behavior:	Participants will use one of the motivation models to analyze current motivational factors on-the-job.
Standard:	Participants will prepare a motivation plan to increase the motivation level of employees.
Behavior Detailing	
Process (Steps or Actions)	**Knowledge Base**
1. Choose a model of motivation appropriate for the issues of your organization. 3. Appraise on-the-job motivational factors using the chosen model. 4. Formulate a plan to increase the motivation level of others on-the-job.	1. Recall the models of motivation presented during the learning experience.

* Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present the rationale for this learning experience.	
	2. Present the purpose and behavioral objective of this learning experience.	Trans.: MO1.T
Need-To-Know Information	3. Review the *LAI* definition of *motivating others*.	Trans.: MO2.T
	4. Ask the group to describe a motivated employee, and discuss the complexities of motivation.	
	5. Lecture on the Models of Motivation while participants follow along in the *Beyond Theory: Application of Motivational Models* manual (Jensrud, 1992) as follows: Maslow ....pp. 21 & 32 Herzberg ....pp. 22 & 32 Equity ....pp. 20 & 30 Job Characteristics ....pp. 21 & 31 Behavior Contingency ....pp. 23 & 34 Discuss the other attributes and their relationship to motivation.	MO Order Form Trans.: MO3-9.T
Demonstration & Guided Practice	6. Hand out the *Motivation Case Study*. Break the participants into small groups (approximately five per group). Assign each group a model of motivation and ask them to analyze the case study using the assigned model. Ask members to select a recorder and a presenter. The participants can use the *Beyond Theory: Application of Motivational Models* manual to help them generate questions for a needs assessment.	Handout: MO1.C Manual: pp. 11-14
	7. Ask each group to present their analysis to the class.	

Lesson Stage	Instructor Actions	Resources
Unguided Practice	8. Ask the participants to (a) analyze their environment on-the-job using a model with which they feel comfortable and (b) use the *Beyond Theory: Application of Motivational Models* manual for referencing models, analyzing employees' verbalizations, generating needs assessment inquiries, and developing interventions. Applying the information from the analysis, ask participants to plan an intervention that would increase the motivation level at work. The analysis should clearly state the model used, each component of the model with its corresponding on-the-job information identified, and action steps with the intervention's associated model components (no more than three-four pages). Have participants prepare two copies of the analysis.	
Evaluation	9. Ask participants to hand in a copy of the analysis to you. Evaluate the analysis for completeness, depth of insight, and appropriate action steps. Break the participants into five groups. Have each participant present her or his analysis and intervention to the group (no more than ten minutes). Ask the group members to provide insights and additional information that the presenter might have missed.	
Feedback	10. Verbal feedback will be given to the presenters from the group members. Hand back the analysis,with your comments to each participant.	
	[Estimated In-Class Time First Class Session: 2 hours Reporting Session: 1 hour] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	9 transparencies (MO1-9.T)
Handouts:	*Motivation Case Study* (MO1.C)

B. Materials to be secured by the client

Jensrud, Q. (1992). *Beyond Theory: Application of Motivational Models.* Order from Qetler Jensrud, 2450 Island Drive, Suite 202, Spring Park, MN 55384. Underrepresented leadership program participant cost is $25.00 for quantities between one and ten, $20.00 for quantities over eleven.

This manual contains the five models of motivation discussed in this learning experience plus two additional models, and examples of employee responses, needs-assessment questions, and interventions for each model. The indicators help readers analyze behaviors on-the-job, develop needs assessments, and plan interventions, using each of the models. Also included is a theory elaboration section, a glossary of terms, and references for the models.

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (MO1-9.T)
1 distribution of *Motivation Case Study* (MO1.C)

Supplemental Readings

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Bernstein, D., Roy, E., Srull, T., & Wickens, C. (1988). Motivation. In *Psychology* (pp. 404-441). Boston: Houghton Mifflin.

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Herzberg, F. (1966). *Work and the nature of man*. New York: World Publishing.

Herzberg, F. (1987, September-October). One more time: How do you motivate employees? *Harvard Business Review, 65*, pp. 109-119.

Herzberg, F., Mauser, B., & Snyderman, B. B. (1967). *The motivation to work* (2nd ed.). New York: John Wiley & Sons.

Jensrud, Q. (1992) *Beyond theory: Application of motivational models.* 2450 Island Drive, Suite 202, Spring Park, MN 55384.

Maslow, A. (1943). A theory of human motivation. *Psychological Review, 50*, 370-396.

Reynolds, G. (1975). *A primer of operant conditioning.* Glenview, IL: Scott, Foresman, & Co.

Skinner, B. (1969). *Contingencies of reinforcement: A theoretical analysis.* New York: Appleton-Century-Crofts.

Thorndike, E. (1911). *Animal intelligence*. New York: Macmillan.

Notes for Presentation of Rationale

A. Introduction

The ability to motivate others is inherent in the definition of a leader. For leaders to be successful, they need to possess the ability to motivate others to achieve desired outcomes.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will become familiar with several models of motivation to analyze their and others' behaviors.
Given:	Current situations on-the-job in which the motivation of others can be evaluated.
Behavior:	Participants will use one of the motivation models to analyze current motivational factors on-the-job.
Standard:	Participant will prepare a motivation plan which would lead to increasing the motivation level of employees.

Notes for Presentation of Need-To-Know Information

A. Present the *LAI* Definition.

Motivating others: Creates an environment in which people want to do their best.

B. Motivating others is complex because each individual is motivated by different things. What motivates one person may not even be interesting to another person. Another reason why motivation is so illusive is that it is hard to define what a motivated person behaves like.

C. The leader's role is to be able to examine the human and organizational elements that have an effect on motivation, and to structure an environment that is conducive to high performance. Although there are many theories of motivation, this learning experience only discusses five prominent theories and how to apply them to situations on-the-job.

D. Maslow's Hierarchy (Maslow, 1943). An individual's needs are arranged in a hierarchical fashion (by levels), from basic biological needs to more abstract self-gratifying needs. According to Maslow, the order of the hierarchy from lowest to highest is as follows:

1. Physiological (hunger, thirst)
2. Safety (routine, security, absence of physical assault)
3. Love (belonging to a group, affection, intimacy)
4. Esteem (self-respect, belief in self)
5. Self-Actualization (reaching potential, expressing oneself totally)

As the first level of needs are met, they recede into the background, and the next set of needs surface to the foreground. For example, when an individual has hunger and thirst needs met, he or she starts to seek the satisfaction of safety needs. An individual can strive to meet more than one level of needs at the same time, but usually the lower levels are met first.

An implication for an organization is that most individuals will have some of their needs met relatively soon after joining the company (wages will buy food, job security is set if one is meeting performance requirements, and so forth.). To get an employee to be motivated to reach higher productivity, take on additional responsibilities, and so on, the organization must start to provide an arena for higher-order needs to be met (e.g., achievement, reaching full potential).

In many circumstances, employees have come to expect fair pay, health insurance and other benefits, pleasant working conditions, and so forth; now they are looking for greater job satisfaction. Because their basic needs are taken care of, giving them more of the same will not motivate them to achieve greater productivity.

Maslow's theory provides an outline of the types of needs individuals might strive to obtain. This gives leaders an indication of what to look for in their organizations when analyzing the availability of motivators. Does your organization provide situations in which higher order needs can be met?

E. Herzberg's Theory (Herzberg, 1966, 1967, 1987): Herzberg's theory is based on his research with organizations. He asked employees when they felt satisfied and dissatisfied at work and discovered the following categories of responses:

Achievement
Recognition
Challenge
Interesting
Responsibility
Advancement

Salary

Company Policies
Employee/Supervisor Relationship
Technical Ability of Supervisor
Employee/Peer Relationship
Supervisor
Working Conditions
Unfriendly Peer Relationship

The items listed above "salary" were mentioned more often when an employee described job satisfaction. The items below salary were mentioned more often by employees describing job dissatisfaction. Salary is listed in the middle and has a less clear relationship with satisfaction or dissatisfaction; that is, it was mentioned in both cases describing job satisfaction or dissatisfaction.

The items mentioned in connection with satisfaction (above "salary") are called motivators. To motivate employees and increase job satisfaction, an organization must provide motivators such as recognition, achievement, and so forth. The absence of these motivators will not necessarily cause dissatisfaction, but will cause a lack of satisfaction.

According to Herzberg, the items mentioned in connection with dissatisfaction (below "salary") are called hygiene factors. If hygiene factors are not met, this will cause an individual to be dissatisfied with work. If an organization meets these needs, it will not cause satisfaction or motivate the employees.

The reason that a lack of motivators does not cause dissatisfaction and that providing hygiene factors does not cause satisfaction is that satisfaction and dissatisfaction are thought to be on different continua. Employees, therefore, will feel high satisfaction through low satisfaction where motivators are concerned. Likewise, employees will feel high dissatisfaction through low dissatisfaction about the hygiene factors.

F. Equity Theory (Adams, 1963). A person will judge the exchange relationship between how much she or he "gives" to the organization and how much she or he "gets back" from the organization. This relationship is then compared to how much other employees are putting in and how much they are getting back from the organization. Adams sees these in terms of the following ratios:

$$\frac{\textit{Outcome Received}}{\text{Input Given}} = \frac{\textit{Outcome Others Received}}{\text{Input Others Have Given}}$$

1. An employee compares the ratio, how much she or he puts into the organization and how much she or he receives back, to how much other employees put in and how much they receive back from the organization.

2. If the ratio between inputs and outcomes for a given employee is not the same as the ratio of another employee, then a state of inequity exists.

3. The employee will then try to resolve this inequity by changing his or her inputs and outcomes, or by attempting to change the inputs and outcomes of others. For example, an employee might try to change the ratios by

    a. giving less (e.g., less effort, less time).
    b. getting more for the same input (e.g., raise, time off).
    c. getting other employees to give more (e.g., requiring training, tattling on employees who are late).
    d. getting the company to give other employees less (e.g., decreasing fringe benefits, advocating pay freezes).

It is important to remember that the key to analyzing inputs and outcomes is how the employee perceives this relationship, not how things actually are. The greater the feeling of inequity, the greater the uneasiness, and the more an employee will try to change the situation.

G. Job Characteristics (Hackman & Oldham, 1978). For a given job to produce internal motivation, it must allow the person to experience meaningfulness, responsibility, and knowledge of results.

Meaningfulness includes

1. **Skill Variety.** The degree to which a job requires a variety of different activities to carry out the work, which involves the use of a number of different skills and talents of the person.

2. **Task Identity.** The degree to which the job requires completion of a whole and identifiable piece of work; that is, doing a job from beginning to end with visible outcome.

3. **Task Significance.** The degree to which the job has a substantial impact on the lives or work of other people, whether in the immediate organization or in the external environment (p. 257).

Responsibility includes

4. The degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and in determining the procedures to be used to carry it out (p. 258).

Knowledge of Results includes

5. The degree to which carrying out the work activities required by the job results in the individual's obtaining direct and clear information about the effectiveness of her or his performance (p. 258).

H. Behavior Contingency Theory (Skinner [1969] as referred to in Jensrud, 1992). Antecedents set the stage, as to when and how an employee will behave. The consequences after the behavior will either increase, or decrease, the probability that the employee will perform the behavior again in the future.

The following will have a greater effect on behavior:

1. the sooner the consequence follows the behavior (immediately, as opposed to three months down the road)
2. the greater the intensity of the consequence (larger raises, being fired as opposed to a verbal warning, and so forth)
3. if the consequence follows each occurrence of the behavior (if employees feel that they will not get fired for exhibiting particular behaviors even though there is a statement in the company policy to that effect, this threat will not motivate employees to behave in a nonsexist manner) (p. 34)

The environment must be analyzed thoroughly to determine what stage is set for what behaviors, what behaviors are occurring, and what is maintaining (reinforcing) these behaviors. In many cases, the behaviors seen at work are understandable and justified, once the circumstances and rewarded behaviors are identified.

Employees need to understand the relationship between their behavior and what will be rewarded in the organization. Any relationship that is talked about must actually happen for employees to believe the association.

I. Other Attributes and Their Relationship to Motivation

1. **Energetic with stamina** *(Approaches tasks with great energy and works long hours when necessary)*. Setting a good example for employees will tell them what is acceptable behavior and unacceptable behavior. If you are not willing to stay late to finish a deadline, do not expect employees to be happy when you ask them to do so. Providing an organizational culture of energy and performance will motivate employees to follow suit.
2. **Adaptable, open to change** *(Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans)*. Taking the suggestions of employees and modifying plans accordingly will motivate employees to speak up and offer you information, which you will need to develop better strategies and avoid costly errors.
3. **Visionary** *(Looks to the future and creates new ways in which the organization can prosper)*. Giving employees a goal to reach for is very motivating because they can see where their performance can lead, which gives them a target.
4. **Achievement-oriented** *(Shows commitment to achieving goals and strives to keep improving performance)*. Providing an example of achievement so employees can see that you are motivated will motivate them to emulate your behaviors.
5. **Accountable** *(Holds self answerable for work and willingly admits mistakes)*. If you do not get your work done on time and do not acknowledge your mistakes, employees will do the same thing with their responsibilities.

5. **Accountable** *(Holds self answerable for work and willingly admits mistakes).* If you do not get your work done on time and do not acknowledge your mistakes, employees will do the same thing with their responsibilities.

6. **Initiating** *(Frequently introduces new ideas).* Providing a culture in which new ideas are appreciated, evaluated, and accepted, if appropriate, will motivate employees to be creative and insightful.

7. **Confident, accepting of self** *(Appears secure about abilities and recognizes personal shortcomings).* If you display confidence in your abilities (and it is well-founded), employees are more likely to believe in you and will follow your lead. Also, being candid about your shortcomings will provide an example to employees, and they will be more honest about themselves.

8. **Willing to accept responsibility** *(Willingly assumes higher-level duties and functions within the organization).* If employees see that you are moving up in the organization or are willing to assume additional responsibilities for the good of the organization, they will engage in similar behaviors, if they believe those behaviors will be rewarded.

9. **Persistent** *(Continues to act on beliefs despite unexpected difficulties).* Being persistent about pertinent issues will help employees stay focused on the organizational objective. There is nothing worse than a leader who is constantly changing her or his mind and expecting employees similarly to change courses, before they have had a chance to get used to the old direction and to finish the last direction's tasks. When a leader constantly changes direction without warning, employees are usually left to pick up the pieces and put out the fires.

10. **Enthusiastic, optimistic** *(Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities).* People like to be around individuals who radiate enthusiasm and energy. These zealous individuals are like magnets, and people are motivated to follow them.

11. **Tolerant of frustration** *(Acts calmly and patiently even when things don't go as planned).* If you expect employees to keep their heads when things go wrong, then, as a leader, you should set a good example for them. Also, if employees are feeling frustrated, you need to find out why because frustration can stand in the way of productivity.

12. **Dependable, reliable** *(Can be counted on to follow through to get the job done).* If employees believe they can trust you to follow through on your job tasks and promises, they will be motivated to finish their tasks.

13. **Courageous, risk-taker** *(Willingly tries out new ideas in spite of possible loss or failure).* If you set up an environment in which risk-taking is acceptable, employees will be more motivated to take risks. Another important factor in determining whether or not employees will be motivated to take risks is how you act when they have taken too great a risk and failed. If you punish them, they will not take risks in the future. They will begin to engage only in those tasks that maintain their employment.

14. **Even disposition** *(Displays a sense of humor and a stable temperament even in stressful situations).* Setting an example of the type of organizational culture in which you want to work, and reinforcing behaviors that support this culture, will

motivate others to display similar behaviors. Also, if you want others to display an even temperament during times when there is pressure, you will need to set the example and reinforce those individuals who follow suit.

15. **Committed to the common good** *(Works to benefit the entire organization, not just self).* If employees see that you are making decisions and policies that benefit everyone, and if they believe that you have their best interests at heart, they are more likely to follow your lead than if they believe you are just out for yourself.

16. **Personal integrity** *(Speaks frankly and honestly and practices espoused values).* Not many people will follow a leader who lies to them, or tells them one thing and does another. Practice what you preach.

17. **Intelligent with practical judgment** *(Learns quickly, and knows how and when to apply knowledge).* Learning as much as you can about the jobs of others, knowing when you have the correct knowledge, and asking when you do not have it engenders in employees a sense of respect for you and your competence. If employees believe that you are not competent in what you do, they will not follow your lead.

18. **Ethical** *(Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny).* It is your responsibility, as a leader, to provide ethical leadership for your followers. If you are unethical, and employees know this but still follow your lead, you should watch your back, because they are probably as unethical as you are. If employees feel that you are not treating them fairly or equitably, it will produce dissatisfaction, and they will not be motivated to satisfy your production needs.

19. **Communication (listening, oral, written)** *(Listens closely to people at work, and organizes and clearly presents information both orally and in writing).* One of your best tools for letting employees know what is acceptable and unacceptable behavior is communication. If employees do not know what is expected of them, do not know what is rewarded and punished, and do not have a clear path to follow, the organization will not reach its objective. How you communicate expectations is important (e.g., demanding, respectful). Also, employees need you to listen to them. They have expertise in areas where you do not, and they are directly affected by the decisions you make concerning their jobs. If you are planning any changes in the organization, and are expecting employees to be motivated to implement these changes, your communication plan will be very important. People do not like to be surprised.

20. **Sensitivity, respect** *(Shows genuine concern for the feelings of others and regard for them as individuals).* When you address employees as individuals with diverse needs, it makes them feel important. If you make them feel like numbers and that their only purpose is to turn profits, they will resent this and reject your motivational strategies.

21. **Networking** *(Develops cooperative relationships within and outside of the organization).* Leaders need to motivate departments to work together in a cooperative fashion, so that everyone can get their work done. If employees are not motivated to cooperate, then you need to find out why and resolve it.

22. **Planning** *(In collaboration with others, develops tactics and strategies for achieving organizational objectives).* Letting employees be a part of the planning

and development of strategies for success is very motivating because it makes them feel that they have had input. It also helps produce buy-in.

23. **Delegating** *(Appropriately and effectively assigns responsibility and authority).* Delegation skills are very important in motivating others. Giving others responsibility and the authority to carry out the tasks shows that you have confidence in them. Employees like to feel that they are making a contribution to the organization; it gives them a sense of importance.

24. **Team-building** *(Facilitates the development of cohesiveness and cooperation among the people at work).* Creating an atmosphere of cohesiveness among employees and teams of employees gives them a sense of belonging. They feel that they are a part of a whole, not just isolated individuals.

25. **Coaching** *(Helps people develop knowledge and skills for their work assignments).* If employees are given a task to accomplish, and they do not have the necessary knowledge or skills to accomplish the task, they are going to become very frustrated and unmotivated to finish it. Employees might start off being motivated to accomplish their responsibilities, but if they are not given the right tools to accomplish them, their motivation will decrease and their performance will decline.

26. **Conflict management** *(Brings conflict into the open and uses it to arrive at constructive solutions).* When there are conflicts in the workplace, employees will not be motivated to work with one another and will probably sabotage each other if at all possible. Resolution of conflict in a positive manner can rebuild relationships, cooperation, and motivation.

27. **Time management** *(Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner).* Employees need to have deadlines, so they can accomplish their work when it is needed. Leaders need to provide employees with a reasonable amount of time in which to accomplish their tasks. Leaders who do not use their time effectively and are always rushing at the last minute produce chaos and unneeded stress for employees. If you are always missing deadlines, employees will feel that deadlines are not that important to you, and they, too, will not take them seriously.

28. **Stress management** *(Effectively deals with the tension of high pressure work situations).* Stress stands in the way of motivation. If an employee feels stressed at work, you need to find out why and what can be done about it. Removing unnecessary stress will allow an employee to focus on the task at hand.

29. **Appropriate use of leadership styles** *(Uses a variety of approaches to influence and lead others).* Different people are motivated by different styles of leadership. As a leader, you need to find out what is appropriate for each individual in your organization and then apply that style of leadership. Some individuals do not need to be monitored to get their work done, while others might need some coaching during the process.

30. **Ideological beliefs are appropriate to the group** *(Models and demonstrates belief in the basic values of the organization).* When employees' beliefs are similar to those of the organization, employees will feel an affiliation and will be more likely to accomplish the needed work tasks. If your beliefs are similar to those of the employees, they will be more likely to follow your lead. If an

employee's beliefs are excessively different from those of the organization, and they are having difficulty accomplishing their work tasks because of this, then you should talk together about whether she or he would be better off in another organization.

31. **Decision-making** *(Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions).* Giving employees the opportunity to participate in decision-making (when possible) motivates them. It tells them that they are important to the organization, and it also gives them a sense of ownership and responsibility for implementing the decision.

32. **Information management** *(Identifies, collects, organizes, and analyzes the essential information needed by the organization).* A key factor in understanding what motivates your employees is the gathering and analysis of available information. Each individual will have idiosyncratic needs, which you need to remember if you want to make the most of motivating them. Knowing the idiosyncratic needs of your employees will help you provide for them an environment in which they are internally motivated to accomplish their work tasks. There will be times, however, when you cannot meet their needs because the motivators are not within the organization or because providing these motivators for them will be unfair to others. At such times, you will have to use your best judgment as to what you can provide and what you cannot.

Practical Motivation Analysis Manual Order Form:
Beyond Theory: Application of Motivational Models
(NCRVE - Leadership Development Program)

Number of Manuals Requested:	
Cost of Manual:	
Total Cost:	
Send manuals to (please print clearly):	
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Make checks payable to **Qetler Jensrud**.

Send order request and full payment to

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Spring Park, MN 55384

Motivating Others

Purpose: Participants will become familiar with several models of motivation to analyze their and others' behaviors.

Behavioral Objective:

Given: Current situations on-the-job in which the motivation of others can be evaluated.

Behavior: Participants will use one of the motivation models to analyze current motivational factors on-the-job.

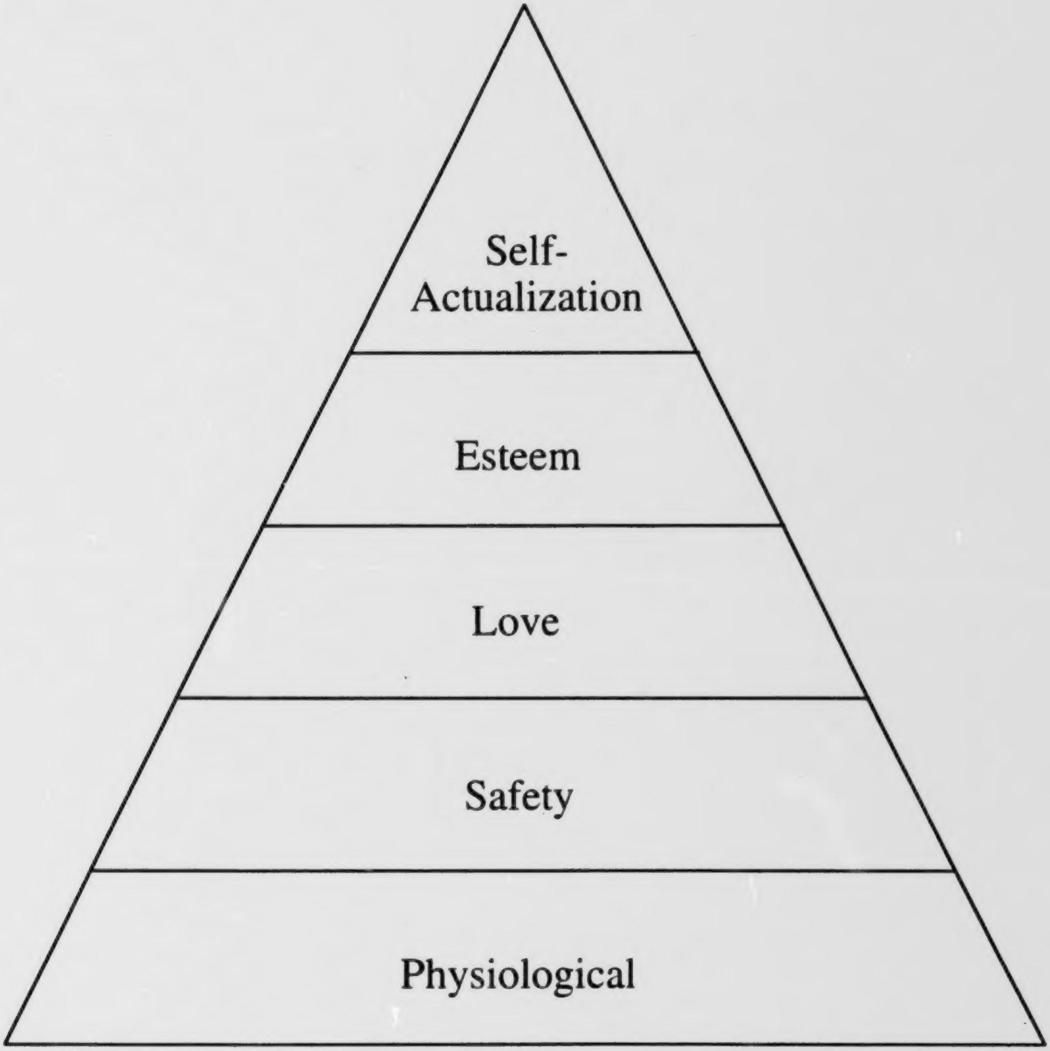
Standard: Participants will prepare a motivation plan to increase the motivation level of employees.

LAI Definition

Motivating Others

Creates an environment in which people want to do their best.

Maslow's Hierarchy of Needs


Self-Actualization
Esteem
Love
Safety
Physiological

Source: Maslow (1943)

Hygiene/Motivator Theory

Achievement

Recognition

Challenge

Interesting

Responsibility

Advancement

Salary

Company Policies

Employee/Supervisor Relationship

Technical Ability of Supervisor

Employee/Peer Relationship

Supervisor

Working Conditions

Unfriendly Peer Relationship

Source: Herzberg (1966)

Equity Theory

$$\frac{OS}{IS} = \frac{OO}{IO}$$

Source: Adams (1963)

Job Characteristics Model

Core Job Characteristics	Critical Psychological States
1. Skill variety	Meaningfulness
2. Task identity	
3. Task significance	
4. Autonomy	Responsibility
5. Feedback	Knowledge of results

Source: Hackman & Oldham (1976)

Skinner's Behavior Contingency Theory Model

Antecedents ⇒	**Behavior** ⇒	**Consequences**
Factors that set the stage for employee behavior	Employee behavior	Reward or punish employee behavior
Example:		
Knowledge of expectations	Number of pages typed	Praise

Source: Skinner (1969)

Other Attributes and Their Relationship to Motivation

Energetic with stamina	Approaches tasks with great energy and works long hours when necessary.
Adaptable, open to change	Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.
Visionary	Looks to the future and creates new ways in which the organization can prosper.
Achievement-oriented	Shows commitment to achieving goals and strives to keep improving performance.
Accountable	Holds self answerable for work and willingly admits mistakes.
Initiating	Frequently introduces new ideas.
Confident, accepting of self	Appears secure about abilities and recognizes personal shortcomings.
Willing to accept responsibility	Willingly assumes higher-level duties and functions within the organization.
Persistent	Continues to act on beliefs despite unexpected difficulties.
Enthusiastic, optimistic:	Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.
Tolerant of frustration	Acts calmly and patiently even when things don't go as planned.
Dependable, reliable	Can be counted on to follow through to get the job done.
Courageous, risk-taker	Willingly tries out new ideas in spite of possible loss or failure.
Even disposition	Displays a sense of humor and a stable temperament even in stressful situations.
Committed to common good	Works to benefit the entire organization, not just self.
Personal integrity	Speaks frankly and honestly and practices espoused values.
Intelligent with practical judgment	Learns quickly, and knows how and when to apply knowledge.
Ethical	Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny.

Communication (listening, written, oral)	Listens closely to people at work, and organizes and clearly presents information both orally and in writing.
Sensitivity, respect	Shows genuine concern for the feelings of others and regard for them as individuals.
Networking	Develops cooperative relationships within and outside of the organization.
Planning	In collaboration with others, develops tactics and strategies for achieving organizational objectives.
Delegating	Appropriately and effectively assigns responsibility and authority.
Team-building	Facilitates the development of cohesiveness and cooperation among the people at work.
Coaching	Helps people develop knowledge and skills for their work assignments.
Conflict management	Brings conflict into the open and uses it to arrive at constructive solutions.
Time management	Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.
Stress management	Effectively deals with the tension of high pressure work situations.
Appropriate use of leadership styles	Uses a variety of approaches to influence and lead others.
Ideological beliefs are appropriate to the group	Models and demonstrates belief in the basic values of the organization.
Decision-making	Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
Information management	Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Motivation Case Study

Marv works in the corporate office of a large manufacturing firm with several subsidiaries. He is the first person to whom customers and employees from the subsidiaries speak when they try to contact anyone at the corporate office. He also takes information such as numbers and orders from each location to process through the corporate system. He, therefore, talks a lot on the phone with other members of the organization. Marv has been working for the company for six months.

Marv's boss is well-educated, professional, and well-organized. She strategically plans things out and believes in directly confronting all issues. She tells Marv when he does an excellent job and also when his performance is not up to standards.

Marv says he is dedicated to his job and likes working for the company; however, Marv's boss has been worried lately because his performance has been dropping off. In fact, Marv's boss has brought Marv in ten times in the last two months to talk about his poor performance. Three of those times were in the last two weeks.

You are brought in as an outside motivational consultant (one of the most brilliant in the country, I might add). Using a model of motivation, analyze the case study and provide the following information.

1. Using a model as a guide, develop questions you would ask Marv, his boss, and any others, for each of the components of the model. Identify the model, and clearly list each component with associated questions.
2. For each model component, determine what other information you would need to find out. Again, clearly identify the components with the additional information.
3. Speculate about some causes of Marv's lack of motivation (make up some results); list the model components, causes, and actions you are going to take.

Learning Experience Guide #17

Using Assertive Communication for Leadership Effectiveness*

Purpose	
Participants will recognize the importance of using assertive communication in leadership roles and will demonstrate the use of effective communication skills (oral, nonverbal, and listening).	
Behavioral Objective	
Given:	A leadership role in an organization.
Behavior:	Demonstrate effective oral, nonverbal, and active listening skills.
Standard:	The principles of effective communication as presented in the program materials will be applied correctly.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Seek out opportunities to inform, persuade, or mobilize/motivate others to achieve organizational outcomes.	1. Recall the importance of high-impact communication skills in leadership positions and the foundations of effective communication.
2. Practice the use of effective oral, nonverbal, and active listening skills.	2. Recall the components of assertive communication, including oral, nonverbal, and listening skills, and the types of communication used in leadership positions.
3. Enhance sensitivity and reduce miscommunication problems through the use of effective communication skills.	3. Remember the interaction of the elements of the communication process model.
4. Assess the communication behaviors of those in leadership roles and the impact on organizational communication climates.	4. Recollect examples of oral, nonverbal, and active listening skills.
5. Create leadership opportunities (or enhance your leadership position) through the use of effective, assertive communication.	5. Restate the criteria used to critique an in-class presentation.

* Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present a short talk about the importance of assertive communication for leadership positions and the foundations of effective communication, including a. self-awareness. b. responsibility. c. vision and mission. d. an authentic message.	Trans.: AC1.T
	2. Present the purpose and behavioral objective of this learning experience.	AC2.T
Need-To-Know Information	3. Lead a discussion about a. the components of communication competence, including oral, nonverbal, and active listening. b. examples of the types of communication used in leadership roles, including one-on-one interactions, group facilitation, and large-group presentations.	Trans.: AC3-4.T
	4. Provide a handout and discuss the interaction of the following elements of the communication process model: a. message b. encoding c. setting d. transmission e. decoding f. message receiver g. feedback h. potential barriers i. environment.	Trans.: AC1.TH Handouts: AC1.TH
	In pairs, ask participants to a. review the model. b. react to and complete the *Communication Sensitivity Exercise*. c. share reactions with the class.	AC1.H

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Lesson Stage	Instructor Actions	Resources
Demonstration	5. Share and review the video. Discuss the examples of oral, nonverbal, and active listening skills presented (i.e., knowing your audience, being organized, using appropriate haptics). Review the "Guidelines for Effective Assertive Leadership."	Video: *Communicating with People On the Job* Trans.: AC5.T
Need-To-Know Information	6. Lead a discussion about the ways in which the communication process and skills that individuals bring to organizations have a macro-level impact on the communication climate (Sashkin, 1989). Discuss the ways in which the communication behaviors of those in leadership roles influence and shape the interactions of others in an organization.	Trans.: AC6.T
Demonstration	7. Ask participants to describe the communication climate of organizations in which they have worked or are currently working, and the communication skills that are needed to be effective in those communication climates.	
Guided Practice	8. Present an overview of the *Organizational Communication Climate Survey (OCCS)* designed to help participants understand the climate of interpersonal communication in organizations. Hand out the *OCCS* and ask each participant to answer privately the 12 questions about an organization with which they have been or are currently associated. Form groups and have participants discuss their analysis. Group members should identify tendencies for supportive or defensive communication climates that emerged, reporting patterns to the class.	Handout: AC2.H

Lesson Stage	Instructor Actions	Resources
Unguided Practice	9. Assign participants an out-of-class activity to interview an individual in a leadership role, which should include discussion of a. the influence of organizational communication climates. b. the importance of communication in carrying out leadership roles. c. the types of communication that impact job performance. d. the communication skills needed to perform effectively. A 10-15 minute summary of the interview should be developed and presented to an assigned group at the next class period. A peer evaluator will provide feedback on demonstrated oral, nonverbal, and active-listening skills.	Handout: AC3.H
Evaluation & Feedback	10. Participants will orally discuss the leadership interview, demonstrating effective communication skills. With a peer evaluator, the presentation will be critiqued.	Handout: AC4.H
	[Estimated In-Class Time First Class Session: 2 hours Reporting Session: 2 hours] [Estimated Out-of-Class Time: 2 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	7 transparencies (AC1-6.T & AC1.TH)
Handouts:	*Communication Sensitivity Exercise* (AC1.H) *Organizational Communication Climate Survey* (*OCCS*)(AC2.H) *Communication in Leadership Roles* (AC3.H) *Peer Presentation Critique* form (AC4.H)

B. Materials to be secured by the client

1. *Communicating with People On the Job* (Video). (1989). (Secure from Communication Briefings, 700 Black Horse Pike, Suite 110, Blackwood, NJ 08012, (800) 888-2086. Purchase price is $59.00)

2. Sashkin, M. (1989). *Structured Activities for Management Training in Communication.* King of Prussia, PA: Organizational Design and Development. (Secure from Organizational Design and Development, 2002 Renaissance Boulevard, Suite 100, King of Prussia, PA 19406, (215) 279-2002. Purchase price is $29.95.)

C. Equipment needed

Overhead projector
VCR and monitor

D. Material preparation

1 set transparencies (AC1-6.T & AC1.TH)
1 distribution of handouts (AC1-4.H)

E. Optional activities

To improve awareness of nonverbal communication, ask participants to journal their reactions to the following:

> Observe nonverbal messages of senders and receivers with whom you have contact in a variety of interactions during the next week (e.g., meetings, conversations). Look for nonverbal indicators (i.e., maintaining eye contact, posture, facial expression, hand motions). Analyze the impact this had on the communication. Now observe the nonverbal messages sent by the people to whom you are talking. What nonverbal messages were you sending and were others sending? Analyze the impact this had on your communication. Based on these experiences, how can you improve your communication with others?

Supplemental Readings

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Notes for Presentation of Rationale

A. Importance of the Topic

1. Leaders spend the majority of their time informing, persuading, and motivating others to achieve desired outcomes. The foundations of effective communication include the following:

    a. self-awareness

    b. responsibility

    c. mission or vision

    d. authentic communication

2. Assertion is a communication skill consisting of the following aspects:

    a. self-awareness (thoughts, feelings, intentions, actions)

    b. responsibility (to ourselves and others)

    c. vision and mission (reflects personal and organizational values)

    d. authentic communication (words and nonverbal messages that are consistent with each other and with stated intentions)

3. Sample Question: Why are effective communication skills essential for those in leadership positions?

[Leaders must have the ability to create organizational vision. To envision outcomes, however, is not enough; to lead others to achieve goals, one must be able to communicate effectively. As we discussed, leaders spend the majority of their time informing, persuading, and motivating others to achieve desired outcomes. It needs to be stressed that communication goes beyond the spoken word; leaders also communicate by their actions. Effective leaders understand that communication is a two way process and they listen actively to those around them.]

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will recognize the importance of using assertive communication in leadership roles and will demonstrate the use of effective communication skills (oral, nonverbal, and listening).
Given:	A leadership role in an organization.
Behavior:	Demonstrate effective oral, nonverbal, and active listening skills.
Standard:	The principles of effective communication as presented in the program materials will be applied correctly.

C. Present the *LAI* definition.

Communication (listening, oral, written): Listens closely to people at work, and organizes and clearly presents information both orally and in writing.

Notes for Presentation of Need-To-Know Information

A. Communication Competence and Examples of the Types of Communication Used in Leadership Roles

1. Ruben (1990) defines communication competence as the following:

   knowledge about appropriate and effective communication behaviors, development of a repertoire of skills that encompass both appropriate and effective means of communicating, and motivation to behave in ways that are viewed as both appropriate and effective by interactants. (p. 96)

   This includes oral, nonverbal, and listening skills. As individuals communicate, they engage themselves intellectually, emotionally, and physically.

2. Those in leadership roles generally participate in several types of communication, including one-on-one interactions; group facilitation; and large-group presentations to inform, persuade, and mobilize others. Oral and nonverbal messages are inseparable, as 60% to 70% of a message is nonverbal. Assertion is a communication skill and requires the effective use of oral, nonverbal, and listening skills.

3. Communication is a dynamic and continuous process that is systemic with several interacting components. It can be intentional or unintentional. Although many communication models have been developed, most are variations of a classic communication schema that includes a message to be sent by the sender, the encoding of the message by the sender, the transmission of the message through a channel, the decoding of the message by the receiver, and the reception of the message by the receiver. Other factors that affect the quality of the message include feedback, communication barriers, and the surrounding environment. The model illustrates the process of a sender initiating communication with one or more people. It represents a two-way loop in which one person sends a message and another receives it and gives his or her feedback.

   a. *Messages.* Some messages are intended; that is, a sender deliberately attempts to transmit or convey a specific message. Some are unintended and are transmitted primarily through nonverbal communication. A sender's nonverbal cues (manner of dress, facial expressions, posture, and so forth) affect communication. If a message is unclear or poorly communicated, an unintended message can result in misunderstanding, inaccurate information, and false assumptions.

   b. *Encoding.* Ability to put thoughts into words or actions.

   c. *Setting.* Messages are influenced by the place in which they are transmitted.

   d. *Transmission.* Congruence occurs when oral and nonverbal messages are aligned.

   e. *Decoding.* Process by which a receiver interprets a message and assigns meaning to its symbols.

f. *Message received.* Receiver deciphers the message and indicates it has been received.

g. *Feedback.* Receiver responds after a message is decoded.

h. *Potential Barriers.* Filtering, structure, information overload, semantics, status differences, overinterpretation, evaluation tendencies, stereotypes, cultural and gender-based differences.

i. *Environment.* Unlike the setting which can be controlled to some degree by the sender, the environment encompasses the entire communication process, community, value systems, and other related aspects.

4. Examples of the types of communication used in leadership roles:

   a. One-on-one interactions

   b. Group facilitation (as discussed in the Learning Experiences, "Team-Building and Facilitation Skills").

   c. Large-group presentations (to be discussed in the Learning Experience, "Using Effective Presentation Skills").

5. Communication skills

   a. *Examples of oral skills.* speaking with clarity, using a factual basis, using timely information, knowing the audience/organization, and use of appropriate channels.

   b. *Examples of nonverbal skills.* using eyes and facial expression appropriately, vocal quality, proper use of haptics (touching), using positive kinesics (body postures and movements), comfortable use of proxemics (use of space), dress, and appearance.

   c. *Examples of active listening.* maintaining attention, using restatements, synchronizing interactions, showing empathy, and probing.

B. Organizational Communication Climate

Organizational communication climate refers to the nature and process of interpersonal communication in organizations. Sashkin (1989) discusses two primary organizational types: (1) supportive and (2) defensive—each extreme points of a single climate dimension. Supportive communication is described as open, effective communication that leads to collaborative work relationships. This is accomplished through descriptive, problem-oriented, spontaneous, empathetic, equality-enhancing, and provisional behaviors. Defensive communication is characterized by such behaviors as being evaluative, critical, and hierarchical in orientation (p. 91).

The overall climate can be examined in more detail in terms of the following six subdimensions:

1. evaluation vs. description

2. control- vs. problem orientation
3. strategy vs. spontaneity
4. neutrality vs. empathy
5. superiority vs. equality
6. certainty vs. provisionalism

Organizational communication climates are created directly by behaviors in which people choose to engage, based on their assumptions. Although it is not easy to change an organizational communication climate, it is possible to change one's own actions and enhance organizational communication. The communication behaviors of a leader strongly influence and shape the interactions of others in an organization.

Refer to the Sashkin (1989) exercise, "Organizational Communication Climate Survey Interpretation," pp. 91-93, for an expanded discussion. *(In Handout AC2.H)*

The following are guidelines for effective assertive communication:

1. Use assertive words and verbal skills.
2. Use assertive nonverbal communication.
3. Think assertively.
4. Maintain self-confidence.
5. Relax and engage in risk-taking

Foundations of Assertive Communication

- Self-Awareness—thoughts, feelings, intentions, actions
- Responsibility—to ourselves and others
- Vision and Mission—reflects personal and organizational values
- Authentic Communication—reflects personal and organizational values

Using Assertive Communication

Purpose: Participants will recognize the importance of using assertive communication in leadership roles and will demonstrate the use of effective communication skills (oral, nonverbal, and listening).

Behavioral Objective:

Given: A leadership role in an organization.

Behavior: Demonstrate effective oral, nonverbal, and active listening skills.

Standard: The principles of effective communication as presented in the program materials will be applied correctly.

Components of Effective Communication

- Oral Skills
- Nonverbal Skills
- Active-listening Skills

Examples of the Types of Communication Used in Leadership Roles

- One-on-One Interactions
- Group Facilitation
- Large-Group Presentations

Guidelines for Assertive Communication

- Use assertive words and verbal skills.
- Use assertive nonverbal communication.
- Think assertively.
- Maintain self-confidence.
- Relax.

Organizational Communication Climate

The two primary forms of communication climate are

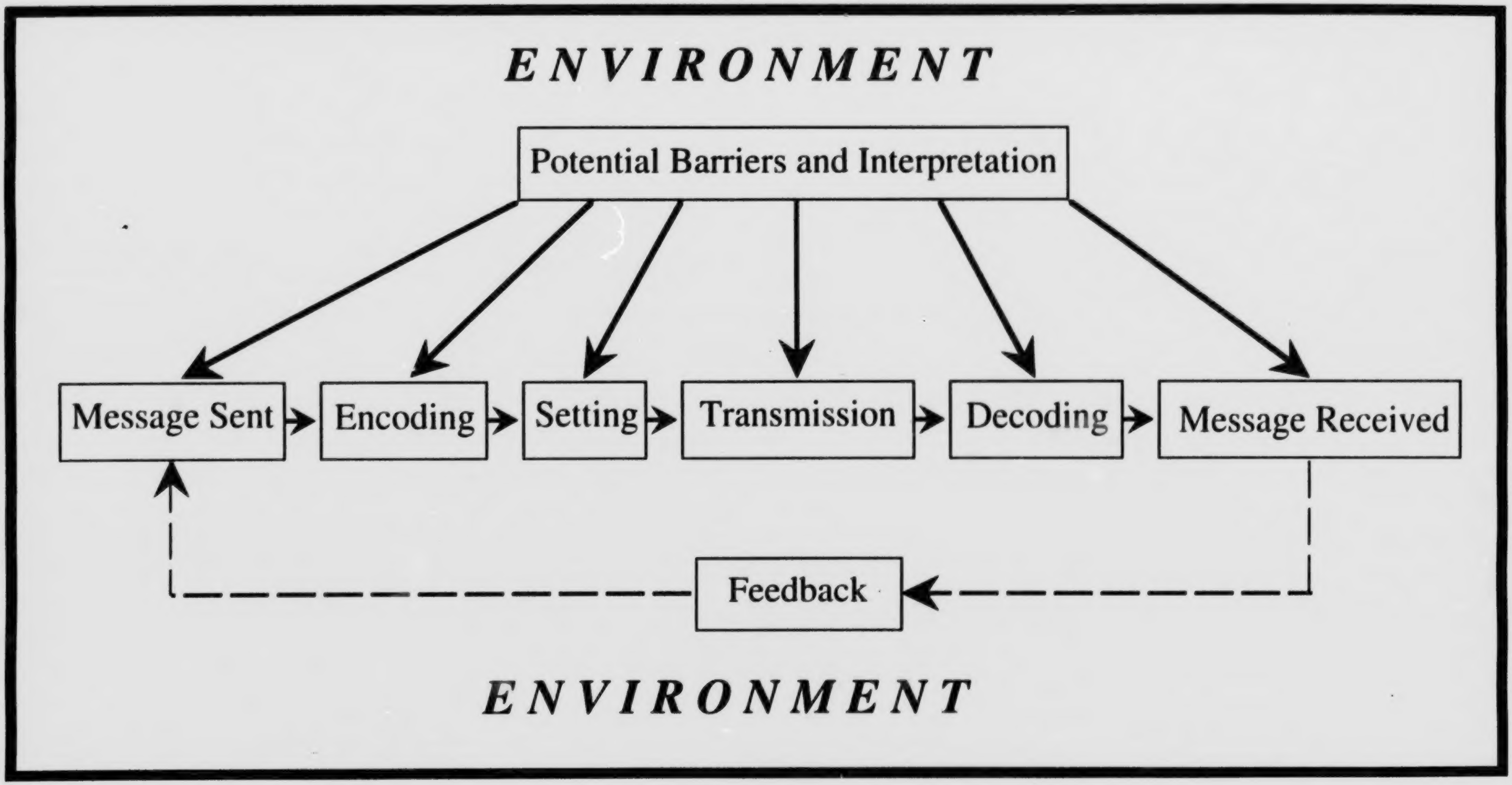
1. supportive.
2. defensive.

Climate subdimensions include

- evaluation vs. description.
- control vs. problem-oriented.
- strategy vs. spontaneity.
- neutrality vs. empathy.
- superiority vs. equality.
- certainty vs. provisionalism.

Source: Sashkin (1989)

Communication Model



ENVIRONMENT

Potential Barriers and Interpretation

Message Sent → Encoding → Setting → Transmission → Decoding → Message Received

Feedback

ENVIRONMENT

Adapted from Thomson, S. (1992), 16-9.

Communication Sensitivity Exercise

Review the communication model with another class member and discuss the following:

1. To be an effective communicator, it is necessary to realize that we all have mental filters and experiences that differ. Each connects different attitudes, abilities, skills, and cultural customs to the words we use. Also, the importance of nonverbal communication influences the interpretation of our message. When interacting with others, how can you enhance your sensitivity and improve your communication? What suggestions do you have for others?

2. Being misunderstood is a common problem. Reflecting on your own experiences and observations of others, identify miscommunication problems that have occurred. Based on the principles of effective communication discussed, and a review of the communication process model, diagnose the reason(s) for the communication problems and offer recommendations to reduce the types of miscommunication you analyzed.

Structured Activity 11

The Climate of Communication

Reprinted with permission: Sashkin, M. (1989). *Structured activities for management training in communication.* King of Prussia, PA: Organizational Design and Development.

Summary

This activity centers on a brief, 12-item survey that gets at the underlying climate of communication in a group, unit, or organization. The aim is not to diagnose an organization or group but to provide a platform for discussion of the six dimensions of communication climates. A brief handout or lecturette outline is provided, describing the six dimensions in terms originally defined by Jack Gibb (1961) in a classic article on *defensive communication*. Gibb pointed out how organizations tended to be on one or the other end of a spectrum each defined by six dimensions. On one end the climate may encourage open, effective communication by being descriptive, problem-oriented, spontaneous, empathic, equality-enhancing, and provisional. On the other end the climate may provoke strong defensiveness on the part of individuals by being: evaluative, solution-focused, strategy-based, effectively neutral, superiority-enhancing, and certain, thus hindering effective communication (pp. 141-148).

Contents

- ***Trainer Instructions:*** Contains purpose, details of the set-up, and step-by-step instructions for conducting the activity.
- ***Organizational Communication Climate Survey (OCCS):*** In this twelve-item survey participants are asked to describe the communication climate in their own unit (or organization). The *OCCS* is not intended as a valid assessment tool but as a vehicle for discussing the nature of supportive and defensive climates.
- ***Organizational Communication Climate Survey—Scoring:*** Provides an explanation of how to score the *OCCS* for the six climate dimensions.
- ***Organizational Communication Climate Survey—Interpretation:*** This is a brief explanation of the nature of organizational communication climates, summarizing Gibb's six underlying dimensions.

Trainer Instructions

Purpose

The *Organizational Communication Climate Survey* (*OCCS*) was designed to help participants understand the climate of interpersonal communication. The survey generates data that participants can relate to because they are asked to describe their own unit or organization, but it is important to emphasize to participants that the *OCCS* is not considered to be a valid diagnostic instrument.

Set-Up

Although the *OCCS* might be used with an intact work unit or department, this would depend on a solid basis of trust and openness among the group members. It is recommended that the *OCCS* be used with participants who are not all part of the same work unit and that in answering the 12 items participants be asked to refer to the organization as a whole.

The *OCCS* can be used with any number of people. The activity will usually take about an hour, longer if (as a follow-up) participants are put into subgroups to discuss specific dimensions and develop plans for improving the organization's scores.

Each participant needs a copy of the survey and the "*OCCS*—Scoring" instructions; the "*OCCS*—Interpretation" sheet may be handed out or used as the basis for a lecturette on supportive and defensive communication climates.

Steps

1. Explain that the group is going to examine the nature of the communication climate in the organization. Hand out copies of the *OCCS*, one for each participant, and ask them each to answer the twelve questions privately. Instruct them *not* to put their names on the forms; responses are to be anonymous. Allow 10-15 minutes for everyone to fill out the Survey.
2. Hand out the scoring instructions. Each participant will calculate his/her seven scores (the six dimensions and an overall score). Have each person write his/her scores on a separate piece of paper; collect these and prepare and post a distribution of scores.
3. Examine the average and range for each dimension, defining and explaining each dimension in order. Use the "*OCCS*—Interpretation" sheet to prepare your presentation, or look up Jack Gibb's article, "Defensive Communication," which you will find in the *Journal of Communication*, volume 11 (1961), pp. 141 to 148. This journal can be found in almost all college or university libraries and in most large city libraries.
4. In a concluding group discussion, you might consider some or all of the following questions:

- On which of the six climate dimensions did most of the participants score high? On which did people typically rate the organization low? Why?
- Ask for examples of effective behavior for those dimensions that seemed to have the lowest scores.
- Ask for participants to try practicing some of the more difficult types of behavior that help develop a supportive communication climate. Discuss why it is difficult to use these behaviors and how one might learn to use them more effectively.

The last two of these questions might also be topics for small group activity and discussion.

Organizational Communication Climate Survey

Directions: This brief questionnaire refers to the nature of interpersonal communication in your work unit or organization. Answer each question in terms of the extent to which the people with whom you interact in your work unit or organization—employees, peers, and higher-level managers—typically display the behaviors described. You are not trying to evaluate any particular person; the aim is to get a *picture* of the overall *climate* of interaction in the work unit or organization.

Answer Key:
VG = To a Very Great Extent
C = To a Considerable Extent
M = To a Moderate Extent
S = To a Slight Extent
LN = To Little or No Extent

Circle the letter(s) that best represent the extent to which you think the behavior described is common in your work unit or organization.

To what extent do people in this work unit/organization . . .

1. Show that they listen to one another; try to understand others' viewpoints?	VG	C	M	S	LN
2. "Pick up on" and verbally describe the feelings another member has and tries to express?	VG	C	M	S	LN
3. Ask others to repeat or clarify what they have said in order to better understand?	VG	C	M	S	LN
4. Restate for clarification what another person has said before going on to make their own points?	VG	C	M	S	LN
5. Share their own feelings in clear and nonthreatening ways?	VG	C	M	S	LN
6. Provide support and encouragement in a discussion in order to really explore an issue in depth?	VG	C	M	S	LN
7. Give others a chance to talk; "opening the door" for others to contribute to a discussion?	VG	C	M	S	LN
8. Help explore an issue in depth without trying to push their own ideas?	VG	C	M	S	LN
9. Say clearly and up front what their expectations of one another really are?	VG	C	M	S	LN
10. Face disagreements directly; try to understand the reasons underlying differences?	VG	C	M	S	LN
11. Give one another feedback that is concrete and specific without being evaluative?	VG	C	M	S	LN
12. When talking, care about another as a person and colleague?	VG	C	M	S	LN

Organizational Communication Climate Survey

Scoring

For every VG you circled give yourself five points. Give four points for each C, three points for each M, two points for each S, and one point for each LN. Add up all the points to get a Total Score for your work unit/organization. The higher the Total Score, the more the organization's communication climate approaches the supportive ideal; the lower the score, the more likely that the climate is defensive. Scores can range from a low of 12 to a high of 60. The following guidelines may be helpful.

12 - 24 = Very Defensive Climate
25 - 36 = Somewhat Defensive Climate
37 - 48 = Somewhat Supportive Climate
49 - 60 = Very Supportive Climate

The *OCCS* also generates six subscores. Follow the instructions below to obtain your subscores for the six dimensions of organizational communication climate.

Description vs. Evaluation: Add the scores for *OCCS* items 2, 4, 9, and 11. High scores indicate a climate of description, low scores a climate of evaluation.

Problem Orientation vs. Control: Add the scores for *OCCS* items 3, 10, 11, and 12. High scores indicate a climate of problem orientation, low scores a climate of control.

Spontaneity vs. Strategy: Add the scores for *OCCS* items 5, 6, 8, and 9. High scores indicate a climate of spontaneity, low scores a climate of strategy.

Empathy vs. Neutrality: Add the scores for *OCCS* items 1, 2, 4, and 12. High scores indicate a climate of empathy, low scores a climate of neutrality.

Equality vs. Superiority: Add the scores for *OCCS* items 3, 5, 6, and 7. High scores indicate a climate of equality, low scores a climate of superiority.

Provisionalism vs. Certainty: Add the scores for *OCCS* items 1, 7, 8, and 10. High scores indicate a climate of provisionalism, low scores a climate of certainty.

Some rough guidelines for interpreting the subscale scores are as follows:

4 - 8 = Provokes extreme defensiveness
9 - 12 = Provokes defensiveness
13 -16 = Supportive
17 -20 = Extremely supportive

Organizational Communication Climate Survey

Interpretation

There has been much research on organizational communication over the past twenty-five years. One of the earliest, but most important, studies was by Dr. Jack Gibb who identified two basic types of climate for communication in organizations. He observed that in some organizations communication was generally open and accurate, that people got involved in solving organizational problems together, sharing and using information to deal with problems effectively. In other organizations it seemed as though people were almost afraid to talk to one another; problems were not dealt with effectively because no one was able to pull together the necessary information and get people involved and working together. Gibb called the first type of organizational communication climate "supportive," because people generally felt supportive toward one another and worked together to make the organization effective. This was accomplished in part through open, effective communication. The second type of climate was labeled "defensive" by Gibb. In such climates people protected themselves and did not help one another. They avoided communication in an effort to make sure they would not get the blame for anything going wrong.

Actually, the two communication climates identified by Gibb are the extreme points of a single climate dimension; most climates will fit somewhere in-between. Gibb found that over time each of the two basic climate types tended to reinforce itself so that most organizations would "drift" toward one end of the scale or the other; that is why the two climate types seem to be completely different and independent.

These communication climates consist of and are supported by six sub-dimensions. Again, Gibb was able to identify the opposite ends of each of these dimensions. We can look not only at the overall climate but can also examine it in more detail in terms of the six subdimensions. Let us look briefly at each.

Evaluation-Description: A defensive communication climate is created when people evaluate one another's behavior. This is true whether the evaluation is positive or negative; it is normal for people to feel threatened and fearful when they know they are being judged. But isn't evaluative information important and needed? Perhaps, but for the most part what is really essential is information that simply describes conditions as they are. Unfortunately, our everyday speech and interactions are so frequently judgment-oriented that we often find it difficult to be simply descriptive and avoid making implicit evaluations. Descriptive communication has two advantages: not only does it help maintain a supportive climate—avoiding reactions based on feelings of fear and threat—but it provides information instead of conclusions. Even if a judgment is accurate, it is not usually very useful for understanding a problem and developing possible solutions.

Control-Problem Orientation: A great many of our communication interactions are oriented toward obtaining some kind of control over the other person(s) involved. But people are surprisingly aware of attempts to control them, whether such efforts are obvious or subtle, and the normal reaction is to resist, to respond defensively. This is so much the case that when someone acts without such an intent, with a focus on working together to solve a mutual problem, people often assume that the individual simply is hiding his or her "real" intent! A problem orientation means that one really is not trying to "sell" his or her own solution by persuading or changing the other person. When the aim is to control others by imposing our solutions on them, there is a natural defensive reaction; the result is a defensive communication climate. When the goal is to work together to resolve a problem, without assuming that either party has "the" answer, one consequence is a supportive climate.

Strategy-Spontaneity: Most people react even more strongly to a controlling approach when they see it as part of a strategy, especially a hidden strategy. Reactions are often so negative that the underlying issue becomes blown out of proportion. When people are trying out hidden strategies on one another, the result is a defensive climate. In a supportive climate, on the other hand, most of us tend to be spontaneous; we do not rely on hidden plans. Instead we respond openly to the situation we see.

Neutrality-Empathy: A sense of not caring personally about others is both the cause and result of a defensive climate. After all, it does not make sense to become emotionally involved with people who might be your enemies. At the same time, such a stance provokes strong defensive reactions; we hear the neutral other communicating that we are not *worth* caring about, and that is deeply threatening. In contrast, in a supportive climate we tend to feel empathy toward one another; we seriously care about each other's feelings. This empathy does not imply agreement or sympathy, just understanding and respect. There is no better way to build a supportive communication climate than to express understanding of another person's feelings and thus to express the attitude that the other person is valued and worthy of concern.

Superiority-Equality: We typically react defensively to people who communicate to us that they are superior in some way, because we feel inadequate. And we often turn off whatever it is such people are trying to communicate. This approach arouses defensiveness because the "superior" person is saying that we are not equals, that the relationship is not one of mutual problem solving but is one in which the "superior" person has control and is going to "help" the inferior person. In contrast, supportive climates are characterized by feelings of equality and of not having to prove that one person is better than another. This does not mean that one person is not more talented, more beautiful, of higher status, or not more powerful than another; these are facts of life. But in a supportive climate, such facts are not central to the interaction, because, for the purpose of that particular interaction, the parties are choosing to act on a basis of equality.

Certainty-Provisionalism: In a defensive climate we typically feel very certain about our own positions. We also usually feel certain that the other person is "wrong." The other person, however, may conclude that we are really hiding inner feelings of uncertainty and that we have a need to appear certain and correct, whether we are or not. This leads to a reinforcing spiral of greater and greater defensiveness. In contrast, supportive communication climates are generated when we are willing to suspend judgment, to take things "provisionally," gathering data and testing facts to gain a better understanding of the situation. In a supportive climate people feel comfortable without having all the answers and are willing to share in the search for answers.

An organization's communication climate is the result of assumptions people make about the nature of the situation. The climate is created directly by the behaviors which people choose to engage in based on those assumptions. While it is not easy to change the organization's communication climate, it is possible to change one's own actions. Understanding the six climate dimensions we have just defined can help. Keep in mind that each pair of labels we have been using (evaluation-description, etc.) are attached to the end points of a single dimension. The climate can be anywhere between these end points for any given situation as measured in terms of the six behavior dimensions. By analyzing the climate in terms of each dimension, we may be able to identify which dimension is contributing most to defensiveness and work to change that dimension while taking advantage of any others that are already more supportive than defensive. Of course, the more the overall climate is defensive, the harder it will be to communicate effectively—or to produce any change.

Communication in Leadership Roles

Interview an individual in a vocational education leadership role and discuss the following:

1. The current organizational communication climate in which he or she works.
2. Importance of communication in carrying out leadership responsibilities.
3. Types of communication that impact job performance.
4. Essential communication skills for effective performance.

Peer Presentation Critique

After observing the presentation of your peer, check the following that apply and share your feedback with the presenter.

	Excellent	Average	Needs Improvement
Oral Communication Skills			
Voice projection			
Pace of speaking			
Articulation			
Enunciation			
Vocabulary, terminology, and word usage			
Enthusiasm			
Appropriate use of humor			
Rapport			
Ability to explain material			
Ability to maintain audience interest			
Other			
Nonverbal Skills			
Eye contact			
Mannerisms			
Body movement and gestures			
Posture			
Appearance			
Other			
Challenging Situations			
Handling questions			
Managing mishaps			
Other			

Learning Experience Guide #18

Active Listening for Assertive Communication and Leadership

Purpose

Participants will evaluate their active listening skills and nonverbal attending behavior, and improve their ability to use assertive communication in leadership roles.

Behavioral Objective

Given:	Assigned activities requiring communication with others.
Behavior:	Engage in active listening skills and nonverbal attending behavior.
Standard:	Properly apply the active listening guidelines and nonverbal attending behaviors provided in the program materials.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Use appropriate listening skills and nonverbal attending behaviors when interacting with others. 2. Evaluate your use of active listening skills as a part of assertive communication and effectiveness as a leader.	1. Recall importance of assertive communication skills for leaders and the components of effective communication. 2. Recall the interaction of the elements of the communication process model. 3. Recall the examples of oral, nonverbal, and active listening skills needed to carry out leadership roles. 4. Recall benefits of active listening, listening skills and nonverbal attending behaviors, distractions that interfere with listening, and tips for effective listening presented in the video, *Listening: The Key to Productivity*. 5. Recall the *Active Listening Checklist* for predisposition to active listening. 6. Recall *Active Listening Critique* criteria.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Ask participants to discuss why assertive communication is essential for leadership roles. Review the components of effective communication (including oral, nonverbal, and active listening skills). Present a short talk about why active listening skills are an important part of assertive communication.	Trans.: AL1.T
	2. Present the purpose and behavioral objective of this learning experience.	AL2.T
	3. Ask participants to complete the *Active Listening Checklist*. Briefly review reactions and explain the need for most of us to improve our active listening skills and nonverbal attending behaviors.	Handout: AL1.H
Need-To-Know Information	4. Lead a discussion about a. the benefits of active listening. b. active listening skills and nonverbal attending behaviors. c. distractions that interfere with listening. d. tips for active listening.	Trans.: AL3-7.T
Demonstration	5. Review the videotape.	Video: *Listening: The Key to Productivity*
Guided Practice	6. Ask participants to complete and discuss the *Listening Video Worksheet* in pairs reviewing a. the examples of active listening skills and nonverbal attending behaviors. b. distractions that interfere with listening. c. tips for active listening presented in the video. d. REHEAR strategy. After completing the group activity, ask participants to critique their active listening skills and nonverbal attending behaviors evidenced during their interactions.	Handout: AL2.H Trans.: AL8.T

Lesson Stage	Instructor Actions	Resources
Unguided Practice	7. During the next week, ask participants to select three specific activities requiring communication with others (e.g., participating in a meeting or presenting a report to a work team) and to evaluate their listening skills and nonverbal attending behaviors using the *Active Listening Critique*.	Handout: AL3.H
Evaluation	8. Review participant *Active Listening Critiques*.	
Feedback	9. Comment in writing on each critique, and give them back to participants.	
	[Estimated In-Class Time: 2 hours] [Estimated Out-of-Class Time: 1 hour]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 8 transparencies (AL1-8.T)

Handouts: *Active Listening Checklist* (AL1.H)
Active Listening Worksheet (AL2.H)
Active Listening Critique (AL3.H)

B. Materials to be secured by the client

1. *Listening: The key to productivity* (Video). (1992). Blackwood, NJ: Communication Briefings. [Secure from Communication Briefings, 700 Black Horse Pike, Suite 110, Blackwood, NJ 08012, (800) 888-2086. Purchase price is $59.00.]

2. Sashkin, M. (1989). *Structured activities for management training in communication.* King of Prussia, PA: Organizational Design and Development, Inc. [Secure from Organizational Design and Development, Inc. (Purchase price is $29.95.) 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406. (215) 279-2002.]

C. Equipment needed

Overhead projector
VCR and monitor

D. Material preparation

1 set of transparencies (AL1-8.T)
1 distribution of handouts (AL1-3.H)

E. Optional activities

1. In conjunction with the Unguided Practice section of the learning experience, "Conducting Meetings," participants will be asked to critique their use of active listening skills when leading a meeting. The *Active Listening Critique* should be used for the assessment.

2. Lead a discussion about

   a. the Johari Window, a model to indicate the extent to which you are aware of the impact of your communication on others, as well as on yourself.

   b. four informational areas.

   c. ways this type of tool can help improve effective communication and active listening skills.

Form small groups. Ask participants to complete the *Johari Window Awareness Model Exercise*, review the directions, complete the Feedback Guidelines used to assess active listening skills and assertive communication, and share reactions with group members. [Sashkin, M. (1989). *Structured activities for management training in communication.* King of Prussia, PA: Organizational Design and Development, Inc. Secure from Organizational Design and Development, Inc. 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406, (215) 279-2002.]

3. Ask participants to form small groups and complete the Structured Activity #3, Nonverbal Communication. [Sashkin, M. (1989). *Structured activities for management training in communication.* King of Prussia, PA: Organizational Design and Development, Inc. Secure from Organizational Design and Development, Inc. 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406, (215) 279-2002.]

4. Ask participants to form small groups and complete the Structured Activity #4, Active Listening: Written Responses. [Sashkin, M. (1989). *Structured activities for management training in communication.* King of Prussia, PA: Organizational Design and Development, Inc. Secure from Organizational Design and Development, Inc. 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406, (215) 279-2002.]

5. Ask participants to form small groups and complete Structured Activity #5, Active Listening: Verbal Responses. [Sashkin, M. (1989). *Structured activities for management training in communication.* King of Prussia, PA: Organizational Design and Development, Inc. Secure from Organizational Design and Development, Inc. 2002 Renaissance Blvd., Suite 100, King of Prussia, PA 19406, (215) 279-2002.]

Supplemental Readings

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Notes for Presentation of Rationale

Importance of Active Listening for Assertive Communication and Effective Leadership

A. Assertive communication is essential for those in leadership roles to inform, persuade, and mobilize/motivate others to accomplish desired outcomes. As was discussed in the Learning Experience, "Using Assertive Communication for Leadership Effectiveness," the components of assertive communication include oral, nonverbal, and active listening skills. In this session, we will highlight the importance of active listening. This goes beyond hearing the words and facts a speaker communicates. It includes processing information so that you understand the total message. Even though the act of listening may appear to be a natural human activity, it is not. Listening as opposed to hearing takes practice. According to experts, effective leaders spend the majority of their time listening to others; most of what we communicate, whether we are sending or receiving, is nonverbal.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will evaluate their active listening skills, nonverbal attending behavior, and improve their ability to use assertive communication in leadership roles.
Given:	Assigned activities requiring communication with others.
Behavior:	Engage in active listening skills and nonverbal attending behavior.
Standard:	Properly apply the active listening guidelines and nonverbal attending behaviors provided in the program materials.

C. Explain to participants that if they answered "yes" to any of the questions on the *Active Listening Checklist*, they should work on improving their listening skills. Explain the need for most of us to improve our active listening and nonverbal attending behaviors. According to experts (Meiss, 1992), the majority of the core meaning of communication in organizations gets distorted as it moves through information channels.

Notes for Presentation of Need-To-Know Information

Active Listening Skills and Nonverbal Attending Behaviors

A. Benefits of active listening include the following:

1. Individual performance is enhanced (i.e., leadership effectiveness).
2. Group communication becomes more effective and outcomes are improved.
3. Organizations become more efficient and productive.

B. Active listening skills include three subskills:

1. Repetition: Stating what you have heard.
2. Paraphrasing: Repeating in your own words what you understand to be the meaning of the message.
3. Listening for Feelings: Restating the feelings or emotions of what another has said.

C. Nonverbal attending behaviors are related to listening skills and consist of

1. posture.
2. eye contact.
3. nonverbal expressions such as nodding or smiling that encourage communication.

D. Distractions or barriers that interfere with listening include the following:

1. Biased Listening: Not hearing the message, not focusing on the agenda, not rehearsing.
2. Prejudiced Listening: Confusing the message and the meaning.
3. Arrogant Listening: Interrupting the sender.
4. Bored and Inattentive Listening: Not valuing the message or the sender.
5. Listening with an Emotional Reaction: Allowing emotions to distort the message.

E. Tips for active listening

1. Clear your mind and concentrate on the message.
2. Give full attention to the speaker.
3. Use active listening skills:
    a. repeat the message
    b. paraphrase for the meaning of the message
    c. empathize with the sender
4. Listen for the full message.
5. Read nonverbal communication.
6. Approach communication with optimism.
7. Be patient; don't interrupt and fill in the speaker's words.
8. Rehearse the message and meaning.
9. Attend workshops to improve your listening and assertive communication skills.

F. In the video, *Listening: The Key to Productivity*, active listening and nonverbal attending behaviors are framed in the REHEAR Strategy:

1. **R** - Repeat the message you have just heard.
2. **E** - Empathize with the sender.
3. **H** - Help the sender with questions.
4. **E** - Empty your mind and concentrate.
5. **A** - Attend to the speaker.
6. **R** - Read between the lines for the meaning, and interpret the oral and nonverbal message.

Effective Communication Components

- Oral Skills
- Nonverbal Skills
- Active Listening Skills and Nonverbal Attending Behavior

Active Listening Skills for Assertive Communication and Leadership

Purpose: Participants will evaluate their active listening skills and nonverbal attending behavior, and improve their ability to use assertive communication in leadership roles.

Behavioral Objective

Given: Assigned activities requiring communication with others.

Behavior: Engage in active listening skills and nonverbal attending behavior.

Standard: Properly apply the active listening guidelines and nonverbal attending behaviors provided in the program materials.

Benefits of Active Listening

- Individual performance in personal and work settings (i.e., leadership effectiveness) is enhanced.
- Group communication becomes more effective and outcomes are improved.
- Organizations become more efficient and productive.

Active listening skills include the following three subskills:

1. **Repetition:** Stating what you have heard.
2. **Paraphrasing:** Repeating in your own words what you understand to be the meaning of the message.
3. **Listening for Feelings:** Restating the feelings or emotions of what another has said.

Nonverbal attending behaviors related to listening skills include

- Posture.
- Eye contact.
- Nonverbal expressions such as nodding or smiling that encourage communication.

Distractions or Barriers that Interfere with Listening

- **Biased listening:** Not hearing the message, not focusing on the agenda, not rehearsing.
- **Prejudiced listening:** Confusing the message and the meaning.
- **Arrogant listening:** Interrupting the sender.
- **Bored and inattentive listening:** Not valuing the message or the sender.
- **Listening with an emotional reaction:** Allowing emotions to distort the message.

Tips for Active Listening

1. Clear your mind and concentrate on the message.
2. Give full attention to the speaker.
3. Use active listening skills—
    - Repeat the message.
    - Paraphrase for the meaning of the message.
    - Empathize with the sender.
4. Listen for the full message.
5. Read nonverbal communication.
6. Approach communication with optimism.
7. Be patient; don't interrupt and fill in the speaker's words.
8. Rehearse the message and meaning.
9. Attend workshops to improve your listening and assertive communication skills.

Listening: The Key to Productivity

Framing active listening and nonverbal attending behaviors in the REHEAR Strategy

R	Repeat the message you have just heard.
E	Empathize with the sender.
H	Help the sender with questions.
E	Empty your mind and concentrate.
A	Attend to the speaker.
R	Read between the lines for the meaning, and interpret the oral and nonverbal messages.

From *Listening: The Key to Productivity* video.

AL 8.T

Active Listening Checklist

Directions: If you answer yes to any of these questions, you should work on improving your listening skills.

Do you frequently. . .		
Interrupt when talking with others?	YES	NO
Show impatience as you wait for another to finish speaking?	YES	NO
Respond to a question before it was fully explained?	YES	NO
Misinterpret another's comments so that the speaker corrects your interpretations?	YES	NO
Demonstrate by nonverbal cues that you are uninterested in what is being said (e.g., lean back or look away)?	YES	NO
Spend more time talking than listening?	YES	NO
Think about other things when another is conversing?	YES	NO
Think about what you want to say rather than about what another is saying?	YES	NO
Judge what others are saying to you before you hear all of their message?	YES	NO
Allow distractions to interfere with listening?	YES	NO
Display extreme emotional reactions when others converse with you?	YES	NO

Listening: The Key to Productivity Active Listening Worksheet

After reviewing *Listening: The Key to Productivity,* respond to the following questions. Discuss your responses with another class member.

1. What are the benefits of active listening for individuals, groups, and organizations?
2. Explain the REHEAR Strategy and how it can help you listen more effectively.
3. What distractions commonly interfere with listening?
4. What "tips" for active listening are recommended?

Active Listening Critique

When listening to others, identify the skills you demonstrate in each of the following areas:

1. Repeating a message to state what you have heard?

2. Paraphrasing a message, repeating in your own words what you understand to be the meaning of the message?

3. Clarifying the feelings of what another has said?

4. Check the types of nonverbal cues you used when listening.

   Nodding your head

   Maintaining comfortable eye contact (approximately 60% of the time)

   Moving in response to the speaker

   Leaning toward the speaker

   Smiling appropriately

   Avoiding reacting to distractions

   Maintaining a comfortable distance (3-4 feet when conversing, 4-8 feet in business related meetings, 3 feet or less when in personal situations)

   Displaying appropriate emotional responses

   Other (describe)

Learning Experience Guide #19

Using Effective Presentation Skills*

Purpose	
Participants will recognize the importance of, and develop skill in, planning, delivering, and evaluating presentations as a form of assertive communication.	
Behavioral Objective	
Given:	A topic to be presented.
Behavior:	Demonstrate the use of effective oral and nonverbal presentation skills.
Standard:	Properly apply the guidelines provided in the program materials.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Seek out presentation opportunities in your organization. 2. Prepare effective presentations using the recommended planning process outlined in the learning experience. 3. Use effective presentation skills to inform, persuade, or mobilize/motivate others to achieve organizational outcomes. 4. Monitor and critique presentation skills continuously to develop and refine your communication. 5. Gain visibility and enhance effectiveness in leadership positions through effective communication skills.	1. Recall the principles of effective oral and nonverbal communication. 2. Review the benefits of effective presentation skills. 3. Review the common myths about speaking that keep many from giving presentations. 4. Review the steps to prepare and give presentations and the strategies for common presentation challenges. 5. Review the use of visual aids. 6. Review the presentation checklist and presentation critique. 7. Recall the visioning process.

*Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present an overview of the importance of presentation skills a. for visibility in organizations. b. for effectiveness in leadership roles. c. to inform, persuade, and motivate others to achieve outcomes. Ask participants to identify outstanding presenters they have observed and their noteworthy abilities.	Trans.: PS1.T
	2. Ask participants why they believe that many individuals avoid giving presentations? Refute several common myths about public speaking, and explain that most presenters are effective because of developed skills, practice, and the systematic planning process outlined in this lesson.	PS2-3.T
	3. Present the purpose and behavioral objective of this learning experience.	PS4.T
Need-To-Know Information	4. Ask participants to complete the *Presentation Skills Inventory* to assess preconceived ideas about their presentation skills, and have them discuss with another class member the skills needing to be improved. Provide an overview of the presentation planning, implementation, and evaluation process.	Handout: PS1.H
Demonstration	5. Show the video and ask participants to identify the *Ten Steps for Giving Effective Presentations* and the strategies that are recommended for presentation challenges (e.g., nervousness just before speaking).	Video: *Be Prepared to Speak* Handouts: PS2-3.H
	6. Discuss the importance of visual aids when presenting information and the guidelines for their effective use.	PS4-5.H
Need-To-Know Information	7. Review the *Presentation Checklist* and *Presentation Critique* forms as planning and evaluation tools.	Handouts: PS6-7.H

Lesson Stage	Instructor Actions	Resources
Guided Practice	8. Ask each participant to prepare and deliver a ten-minute presentation of her or his vision of her or his own leadership development. The *Presentation Checklist* should be used as a planning tool to prepare the introduction, discussion, and conclusion. Participants will deliver the presentation to an assigned group at the next class session. Each presenter will be critiqued by another peer, using the *Presentation Critique* form as criteria.	
Unguided Practice	9. Ask participants to observe and evaluate a presenter, using the *Presentation Critique* as criteria. They should be prepared to share the critiques during the next class session, highlighting speaker strengths and areas needing improvement. (When possible, participants should observe an individual in a vocational-education leadership role.)	Handout: PS8.H
Evaluation	10. Peer critiques of the in-class presentations should be completed using the *Presentation Critique* form. (Videotaping of the presentations is recommended.)	Video camera equipment
Feedback	11. Peers in the small groups should provide feedback to each presenter in regard to her or his strengths and developmental needs.	
	[Estimated In-Class Time First Class Session: 2 hours Reporting Session: 2 hours] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 4 transparencies (PS1-4.T)

Handouts:
Presentation Skills Inventory (PS1.H)
Ten Steps for Giving Effective Presentations (PS2.H)
Strategies for Common Presentation Challenges (PS3.H)
General Guidelines for Using Visual Aids (PS4.H)
Five Types of Visual Aids (PS5.H)
Presentation Checklist (PS6.H)
Presentation Critique (PS7.H)
Unguided Practice Exercise (PS8.H)

B. Materials to be secured by the client

Be prepared to speak (Video). (1991). San Francisco: Kantola Productions. [Secure from Kantola Productions, 55 Sunnyside Avenue, Mill Valley, CA 94941, (415) 381-9363, Fax: (415) 381-9801. Purchase price is $79.00.]

C. Equipment needed

Overhead projector
VCR and monitor
Video camera equipment (optional)

D. Material preparation

1 set of transparencies (PS1-4.T)
1 distribution of handouts (PS1-8.H)

E. Optional activities

1. Videotape class presentations and review the presentations as a part of the critique process.
2. Ask participants to volunteer to give a presentation outside of class (e.g., work-related or social setting) using the planning process and presentation strategies outlined in class. Ask participants to have a member(s) of the audience critique their presentation, using the *Presentation Critique* form as criteria. Participants should journalize their own assessment of their presentation.
3. Recommend to participants that they join a local Toastmasters chapter to continue developing their presentation skills.

Supplemental Readings

Be prepared to speak (Video). (1991). Mill Valley, CA: Kantola Productions.

Connolly, J. (1982). *Making more effective technical presentations*. St. Paul: University of Minnesota.

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Murphy, H., & Hilderbrandt, H. (1991). *Effective business communications*. New York: McGraw-Hill.

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Tompkins, L. S. (1992-1993). A new light on distance learning—Fiber optics. *Journal of Education Technology Systems, 21*(3), 265-275.

Notes for Presentation of Rationale

A. Importance of Effective Presentation Skills for Leadership Roles

1. Assertive communication is essential for those in leadership roles to inform, persuade, and mobilize/motivate others to accomplish desired outcomes. As was discussed in the learning experience, "Using Assertive Communication for Leadership Effectiveness," the components of assertive communication include oral, nonverbal, and active listening skills. The ability to give oral presentations is a key to more opportunities in your life and essential for

    a. visibility in organizations.

    b. effectiveness in leadership roles.

    c. informing, persuading, and motivating others to achieve outcomes.

2. Some common myths that keep many of us from taking advantage of presentation opportunities are as follows:

    a. Speakers are born, not made.

    b. You should copy someone else's speaking style.

    c. You can't overcome nervousness when speaking.

    d. Only when you can read a text should you agree to present.

    e. My memory isn't good enough to remember enough information.

    Most presenters are effective, however, because of developed skills, practice, and a systematic planning process outlined in this lesson. Therefore, the presentation myths can be refuted.

3. We will dispel these myths by reviewing step-by step strategies for giving effective presentations and by providing the opportunity to practice speaking. Speaking strategies include

    a. understanding and controlling nervous energy.

    b. systematically planning and preparing for the presentation.

    c. practicing and rehearsing the presentation.

    d. using appropriate visual aids.

    e. implementing effective oral and nonverbal communication skills.

    f. critiquing presentation skills and seeking opportunities for development.

4. Present the Purpose and Behavioral Objective.

   Purpose: Participants will recognize the importance of, and develop skill in, planning, delivering, and evaluating presentations as a form of assertive communication.

   Given: A topic to be presented.

   Behavior: Demonstrate the use of effective oral and nonverbal presentation skills.

   Standard: Properly apply the guidelines provided in the program materials.

Notes for Presentation of Need-To-Know Information

I. Planning, Preparing, Delivering, and Critiquing Presentation Skills

- A. To improve speaking skills, it is important first to identify preconceived ideas of presentation skills. Tools such as the *Presentation Skills Inventory* are helpful for initial assessment. Often, anxiety about speaking is related to an exaggerated focus on weaknesses rather than a balanced assessment that also includes strengths. To become an effective speaker, the following areas need to be reviewed:

  1. Steps to prepare and present your presentation.
  2. Strategies for common presentation challenges.
  3. Recommendations and instructions for using visual aids.
  4. Using tools to improve your performance.

- B. As discussed in the video, *Be Prepared to Speak*, the following steps should be followed when planning and preparing for presentations:

  1. Know your audience, occasion, and speaking environment.
  2. Develop presentation outcomes (i.e., inform, persuade, or mobilize/ motivate).
  3. Research the topic and subject matter.
  4. Prepare a rough draft of the presentation that includes the introduction, discussion, and conclusion.
  5. Transfer the presentation material to mental or written notes, and develop appropriate visual aids.
  6. Practice the presentation using effective oral and nonverbal communication skills (i.e., eye contact; pauses when speaking; nonverbal movement and gestures; appropriate pitch, rate, volume, and enunciation when speaking).
  7. Use nervous energy to visualize speaking effectively, and rehearse your message.

  The *Presentation Checklist* included in the course materials is an effective presentation planning tool that encourages a systematic approach for preparation.

- C. Strategies for Common Presentation Challenges

  1. Overcoming nervousness and channeling energy positively

     a. Use deep breathing.
     b. Use relaxation techniques.
     c. Prepare, organize, and practice the presentation.

2. Handling questions

   a. Prepare for questions.
   b. Field questions (listen, think, repeat it, keep the same delivery style, involve the audience if possible).
   c. Answer questions (summarize, elaborate, provide an example).

3. Handling disruptions, detractors, and mishaps

   a. Always tackle problems right away.
   b. Don't embarrass a detractor in front of a group.
   c. Maintain your calm and perspective.
   d. Concentrate on your audience.
   e. Use humor.
   f. Project professionalism.
   g. Stay in control.
   k. Have a backup plan.

D. General Guidelines for Using Visual Aids

1. General guidelines for presentations include the following:

   a. Avoid overuse—only use visual aids that are essential.
   b. Talk to the audience, not to the visual aid.
   c. Use appropriate lighting.
   d. Use visual aids that your audience can see clearly.
   e. Keep visual aids simple and straightforward.
   f. Only illustrate key points with visual aids.
   g. Practice using visual aids and equipment before your presentation.
   h. Have a backup plan in case there is a problem.
   i. Use large print (at least ¼").
   j. Label each visual aid.
   k. Keep visual aids interesting by highlighting key points with graphics.
   l. Speak louder when using equipment.
   m. Don't block your audience's view.
   n. Remove visual aids when you are finished with the message.

2. Visual aids can be a powerful factor in successful presentations. Visual aids can be used in a number of ways to enhance presentations. Among the most common uses are to add emphasis, clarify points, aid in the organization of key points, and hold the interest of the audience. Research shows that we generally remember

   a. 10% of what is READ.
   b. 20% of what is HEARD.
   c. 30% of what is SEEN.
   d. 50% of what is SEEN and HEARD.
   e. 80% of what is SAID or WRITTEN.
   f. 90% of what is SAID as we ACT.

E. Five Common Types of Visual Aids

1. **Print.** Printed materials can take several forms, including brochures, flyers, testimonials, and 8 ½" by 11" papers and other related handouts.

   a. Advantages

      (1) Helps communicate complex information such as lists of data and complex specifications.
      (2) Can be read by listeners at their own pace.
      (3) Can eliminate the need for note-taking.
      (4) Can include complex diagrams and background information.

   b. Disadvantages

      (1) Professional printing is expensive.
      (2) Can distract the audience from your presentation.
      (3) Can require time-consuming development, proofreading, and so on.

2. **Overhead projector and transparencies.** 8 ½" by 11" sheets of paper can be turned into a transparency for use on an overhead projector.

   a. Advantages

      (1) Presenter can face the audience when presenting, pointing to the transparency rather than the screen.
      (2) Inexpensive to develop.
      (3) Equipment is generally available.
      (4) Notes can be added during the presentation.
      (5) Equipment is easy to use.

   b. Disadvantages

      (1) Presenter often uses equipment inappropriately and looks at the transparency rather than the audience.
      (2) Requires a power supply, viewing screen, and effective lighting, and should be set up before the presentation.
      (3) Overhead projector noise can be distracting.
      (4) Equipment can block views.
      (5) Keeping track of transparency order can be distracting to the presenter.

   c. Guidelines for making transparencies

      (1) Highlight key points; avoid long sentences.
      (2) Generally cover one major idea with up to three subpoints per page.
      (3) Use six or less lines per page.
      (4) Illustrate ideas with visuals—pictures, graphs, shapes, and color when possible.
      (5) Use letters or numbers at least ¼" high.
      (6) Do not use all capital letters.

(7) If using bordered transparencies, write comments on paper margin.
(8) Set up equipment ahead of time, adjusting distance and focus. Keep an extra bulb and make certain you know how to change it.

3. **Chalkboard or marker board.** Chalkboards and marker boards are appropriate for several types of presentations, including seminars or informal project proposals.

a. Advantages

(1) An inexpensive visual aid.
(2) Key points can be recorded before the presentation and referred to.
(3) Can be used to record information throughout the presentation.
(4) Interest can be added due to the size of the medium and use of colored chalks, heavy strokes, and so forth.

b. Disadvantages

(1) Can develop into an unprofessional appearance.
(2) Handwriting is often difficult to read.
(3) Writing is slow; audience may be distracted.
(4) Space is limited.
(5) Speaker can lose contact with the audience when writing.
(6) Chalk can be messy to use.

4. **Flipcharts.** Flipcharts are used similarly to chalkboard, but have an added advantage because pages can be saved, either on the pad or taped on the wall.

a. Advantages

(1) Simple and inexpensive.
(2) No erasing; instead one flips the page.
(3) Pages can be removed and mounted on the wall.
(4) Pages can be prepared in advance.
(5) Can vary the size of the letters (at least ½" high and 2" between lines).

b. Disadvantages

(1) Can be unprofessional in appearance.
(2) Handwriting can be difficult to see.
(3) Writing can be slow; audience can become bored.

5. **Videotape.** Videotapes provide an action medium for several forms of presentations.

   a. Advantages

      (1) Repeatable.
      (2) Full-color, animated representation.
      (3) Uses familiar technology.
      (4) Pacing is preset.
      (5) Easy to replay.
      (6) Special effects can be used.

   b. Disadvantages

      (1) Impersonal
      (2) May detract from your oral presentation.
      (3) High production costs if you produce a video.
      (4) Difficult and expensive to revise.
      (5) Requires television and special screening for large groups.
      (6) Poorer resolution than slides or print.
      (Slide, slide-tape may also be considered.)

F. Electronic Tools

Presenters who use electronic tools often bypass overhead transparencies or 35mm slides. The visuals are created on computers and projected directly to audiences. Electronic presentations are increasing in numbers due to the easier-to-use software, more powerful computers, and improved projection options. Electronic tools can offer versatility, quick updating, low cost, and dynamic impact.

When selecting electronic tools, it is important to consider the software, projection system, and speaker interaction. Features include slide shows with special effects, drawing tools, customizable palettes, outlining, spell checkers, clip art, animation, video clips, sound, and design directions.

Multimedia software is available for Macintosh and the PC for DOS and Windows. For example, the *screen show* feature in a presentation software program makes the electronic presentation possible. In a screen show, a slide is the equivalent of a photographic slide and represents one screen of information in a presentation. Slides may contain text, graphics, and/or charts. All slides in one presentation are stored as a single file.

Hyperlink is the newest feature to appear in programs that emphasize user interactivity. With hyperlinking it is possible to move over or beyond one slide to another or to a group of slides to yield a channel of communication. An increasing number of programs now contain either a library of *clip sounds* or an avenue for adding them from other program sources. Sound helps to introduce and accentuate points. Speakers need to be attached to computers for an audience to appreciate the effects. A computer that delivers a multimedia presentation needs to be fast and support ample color. Computers must be connected to display systems. Most popular are liquid crystal display (LCD) panels. If systems are permanently in place, a computer can be connected to a cathode ray tube (CRT) projector for output. This is the best choice for large audiences. Another option is a the large-screen monitor for audiences of up to 30 people.

When using electronic tools, the setting up of equipment correctly and on time is crucial. The general set-up guidelines previously discussed are applicable for electronic tools as well as other types of media. Also, a glitzy multimedia presentation won't help an unprepared speaker. The general guidelines for giving effective presentations are essential, regardless of the type of media used.

G. Distance Education Technology

In distance learning systems, learners in remote locations meet at a site that has cable or satellite receivers, phone lines, and video cameras. This equipment provides one- or two-way audio and one- or two-way video contact with a facilitator(s). A complete discussion of distance learning systems is beyond the scope of this learning experience. Refer to the supplemental readings for further information.

H. Self, Peer, and Instructor Evaluations

Critiques of presentations should include an assessment of each phase of the presentation. The *Presentation Critique* form included in this lesson is a tool that can be used by presenters, peers, and the instructor to provide feedback about the effectiveness of the presentation, including oral, nonverbal, and listening skills. Videotaping is strongly recommended as an evaluation tool.

Presentation skills provide

- visibility in organizations.
- effectiveness in leadership roles.
- the ability to inform, persuade, and motivate others to achieve outcomes.

Common Myths about Speaking

- Speakers are born, not made.
- You should copy someone else's speaking style.
- You can't overcome nervousness when speaking.
- Only when you can read a text should you agree to present.
- My memory isn't good enough to remember enough information.

Effective Speaking Strategies

- Understand and control nervous energy.
- Systematically plan and prepare for presentations.
- Practice and rehearse presentations.
- Use appropriate visual aids.
- Implement effective oral and nonverbal communication skills when presenting.
- Critique presentation skills and seek opportunities for development.

Using Effective Presentation Skills

Purpose: Participants will recognize the importance of, and develop skill in, planning, delivering, and evaluating presentations as a form of assertive communication.

Behavioral Objective:

Given: A topic to be presented.

Behavior: Demonstrate the use of effective oral and nonverbal presentation skills.

Standard: Properly apply the guidelines provided in the program materials.

Presentation Skills Inventory

***Self-Description*. Describe yourself as a speaker by selecting five words that come to mind (e.g., humorous, boring).**

1.
2.
3.
4.
5.

***Strengths.* List the oral or nonverbal presentation skills that are your greatest assets.**

***Development Needs.* List the oral or nonverbal presentation skills you need to improve.**

***Benefits of Improved Presentation Skills.* How will you benefit from becoming a more effective presenter?**

Ten Steps for Giving Effective Presentations

1. Know your audience.
2. Know the occasion.
3. Know your speaking environment.
4. Identify your presentation outcomes (i.e., to inform, persuade, or mobilize/motivate).
5. Brainstorm your topic.
6. Research the subject matter.
7. Prepare a rough draft of the presentation—
   - introduction
   - discussion
   - conclusion
8. Transfer your presentation to mental or written notes, and develop appropriate visual aids.
9. Practice the presentation using oral and nonverbal communication skills (i.e., eye contact, pauses when you speak, nonverbal movement and gestures, pitch, rate, volume, and enunciation when speaking).
10. Use your nervous energy to visualize speaking effectively, and rehearse your message.

Strategies for Common Presentation Challenges

1. Overcoming nervousness and channeling energy positively—
    - Deep breathing.
    - Relaxation techniques.
    - Prepare, organize, and practice the presentation.

2. Handling questions—
    - Prepare for questions.
    - Field questions (listen, think, repeat it, keep the same delivery style, involve the audience if possible).
    - Answer questions (summarize, elaborate, provide an example).

3. Handling disruptions, detractors, and mishaps—
    - Always tackle problems right away.
    - Don't embarrass a detractor in front of a group.
    - Maintain your calm and perspective.
    - Concentrate on your audience.
    - Use humor.
    - Project professionalism.
    - Stay in control.
    - Have a backup plan.

General Guidelines for Using Visual Aids

- Avoid overuse—only use visual aids that are essential.
- Talk to the audience, not to the visual aid.
- Use appropriate lighting.
- Use visual aids that your audience can see clearly.
- Keep visual aids simple and straightforward.
- Only illustrate key points with visual aids.
- Practice using the visual aids and equipment before your presentation.
- Have a backup plan in case there is a problem.
- Use large print (at least ¼").
- Label each visual aid.
- Keep visual aids interesting by highlighting key points with graphics.
- Speak louder when using equipment.
- Don't block your audience's view.
- Remove visual aids when you are finished with the message.

Research shows that we generally remember

- 10% of what is READ
- 20% of what is HEARD
- 30% of what is SEEN
- 50% of what is SEEN and HEARD
- 80% of what is SAID or WRITTEN
- 90% of what is SAID as we ACT

Five Types of Visual Aids

1. **Print**. Printed materials can take several forms, including brochures, flyers, testimonials, and 8 ½" by 11" papers and other related handouts.

   a. Advantages

      (1) Helps communicate complex information such as lists of data and complex specifications.
      (2) Can be read by listeners at their own pace.
      (3) Can eliminate the need for note-taking.
      (4) Can include complex diagrams and background information.

   b. Disadvantages

      (1) Professional printing is expensive.
      (2) Can distract the audience from your presentation
      (3) Can require time-consuming development, proofreading, and so on.

2. **Overhead projector and transparencies**. 8 ½" by 11" sheets of paper can be turned into a transparency for use on an overhead projector.

   a. Advantages

      (1) Presenter can face the audience when presenting, pointing to the transparency rather than the screen.
      (2) Inexpensive to develop.
      (3) Equipment is generally available.
      (4) Notes can be added during the presentation.
      (5) Equipment is easy to use.

   b. Disadvantages

      (1) Presenter often uses equipment inappropriately and looks at the transparency rather than the audience.
      (2) Requires a power supply, viewing screen, and effective lighting, and should be set up before the presentation.
      (3) Overhead projector noise can be distracting.
      (4) Equipment can block views.
      (5) Keeping track of transparency order can be distracting to the presenter.

   c. Guidelines for making transparencies

      (1) Highlight key points; avoid long sentences.
      (2) Generally cover one major idea with up to three subpoints per page.
      (3) Use six or less lines per page.
      (4) Illustrate ideas with visuals—pictures, graphs, shapes, and color when possible.
      (5) Use letters or numbers at least ¼" high.
      (6) Do not use all capital letters.
      (7) If using bordered transparencies, write comments on paper margin.

(8) Set up equipment ahead of time, adjusting distance and focus. Keep an extra bulb and make certain you know how to change it.

3. **Chalkboard or marker board**. Chalkboards and marker boards are appropriate for several types of presentations, including seminars or informal project proposals.

a. Advantages

(1) An inexpensive visual aid.
(2) Key points can be recorded before the presentation and referred to.
(3) Can be used to record information throughout the presentation.
(4) Interest can be added due to the size of the medium and use of colored chalks, heavy strokes, and so forth.

b. Disadvantages

(1) Can develop into an unprofessional appearance.
(2) Handwriting is often difficult to read.
(3) Writing is slow—audience may be distracted.
(4) Space is limited.
(5) Speaker can lose contact with the audience when writing.
(6) Chalk can be messy to use.

4. **Flipcharts**. Flip charts are used similarly to chalkboard, but have an added advantage because pages can be saved, either on the pad or taped on the wall.

a. Advantages

(1) Simple and inexpensive.
(2) No erasing; instead one flips the page.
(3) Pages can be removed and mounted on the wall.
(4) Pages can be prepared in advance.
(5) Can vary the size of the letters (at least ½" high and 2" between lines).

b. Disadvantages

(1) Can be unprofessional in appearance.
(2) Handwriting can be difficult to see.
(3) Writing can be slow—audience can become bored.

5. **Videotape**. Videotapes provide an action medium for several forms of presentations.

a. Advantages

(1) Repeatable.
(2) Full-color, animated representation.
(3) Uses familiar technology.
(4) Pacing is preset.
(5) Easy to replay.
(6) Special effects can be used.

b. Disadvantages

(1) Impersonal.
(2) May detract from your oral presentation.
(3) High production costs if you produce a video.
(4) Difficult and expensive to revise.

Presentation Checklist

Preparing for the Content of Your Presentation

1. Have you identified your presentation outcomes (i.e., inform, persuade, mobilize/motivate)?

2. Have you identified information that will be of most benefit to your audience?

3. Have you considered how you can demonstrate your expertise and appeal to the special interests of the audience?

4. Have you included stories, examples, illustrations, and factual evidence?

5. Have you included illustrations from your personal experience?

6. Have you developed extra points in case you have underestimated the amount of your information?

7. Have you researched your topic, gathering necessary facts, references, and so forth?

8. When placing the content in a presentation mode, have you considered the following:

   Introduction

   a. Is your introduction dramatic, humorous, unusual enough to attract the audience's attention?

   b. Does your introduction include a single sentence that clearly states your topic?

   c. Have you explained the focus and organization of your presentation?

   d. Have you provided a reason for the audience to listen to you and be interested in the topic?

   Discussion

   a. Does the discussion section provide the necessary evidence to support your key points?

   b. Does your discussion concentrate on development of your points clearly and concisely?

   c. Have you organized the discussion in a logical sequence?

   d. Have you developed anecdotes, stories, humorous observations, or illustrations to help your audience visualize the meaning of the facts and statistics?

   e. Have you transferred your information to written notes and developed the appropriate visual aids to support your presentation?

Conclusion

a. Have you cued your audience that your conclusion is forthcoming?

b. Have you briefly summarized your key points?

c. Have you clearly stated what actions your listeners should take?

d. Have you left your audience with memorable key points and ideas?

Practice

a. Have you practiced your presentation using oral and nonverbal skills?

b. Have you used your nervous energy to visualize speaking effectively, and have you rehearsed your message?

Presentation Critique

Directions: Rate the presenter on the criteria in each section according to the following:
3 Excellent 2 Average 1 Needs Improvement

Section I: Introduction				
1. Gained audience attention by stating the objectives of the presentation and creating interest in the material.				
2. Explained the focus and organization of the presentation.				
Section II: Discussion				
1. Developed content so that concepts/materials were clear and organized in a logical sequence.				
2. Sustained audience attention through a variety of methods and materials.				
3. Included stories, examples, illustrations, and factual evidence to explain and provide evidence for key points.				
4. Planned time well within the stated duration of the presentation.				
Section III: Summary				
1. Cued audience that conclusion was forthcoming.				
2. Briefly summarized key points and memorable ideas.				
3. Reminded audience of the value of the material presented.				
4. Clearly stated what action listeners should take.				
Section IV: Descriptors				
1. Voice projection		10. Appearance		
2. Pace of speaking		11. Rapport		
3. Articulation		12. Appropriate use of humor		
4. Enunciation		13. Terminology		
5. Mannerisms		14. Ability to explain material		
6. Eye contact		15. Use of instructional materials		
7. Body movement and gestures		16. Subject matter expertise		
8. Posture		17. Ability to maintain audience interest		
9. Enthusiasm		18. Other		
Section V: Challenging Situations				
1. Handling questions		3. Other		
2. Managing mishaps				

Unguided Practice Exercise

Observe a presenter (e.g., instructor in course, presenter at an association meeting, coworker presenting a project summary at your workplace). Using the *Presentation Critique*, evaluate their strengths and areas needing development. Share your reactions with your peers during class, providing an explanation of the context and presenter outcomes, as well as your critique. (*Note*: Do not name the presenter, but do explain her or his role.)

Learning Experience Guide #20

Networking

Purpose	
Participants will recognize the value of networking; list sources and people to include in their networks; and engage in strategies to maintain and promote networks to accomplish personal, career, and organizational goals.	
Behavioral Objective	
Given:	Opportunities to meet with people.
Behavior:	Regularly utilize opportunities to increase your network for personal, professional, and organizational goals.
Standard:	Increase the size, relevance, and utility of your network.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Review the extent and relevance of your network(ing). 2. Identify sources of additional people to include in your network. 3. Formulate goals and design plans to maximize networking opportunities. 4. Carry out networking plans. 5. Assess the benefits of the enhanced network. 6. Repeat the cycle.	1. Recall the individuals and groups that are part of your current network and sources of additional people that might be added. 2. Remember the value of networks and networking, including the exchange of information, ideas, resources, and influence. 3. Remember the strategies for increasing networks. 4. Recall interpersonal skills and personal characteristics that support networking.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lead a discussion about the a. definitions of networks and networking, b. benefits of networking, c. benefits others derive from the relationship. Ask participants to brainstorm the importance of networking to attain leadership roles in vocational education.	Trans.: NW2-4.T
	2. Present the purpose and behavioral objective of this learning experience.	NW1.T
Need-To-Know Information	3. Present a short talk about a. sources of networks. b. networking strategies to exchange information, ideas, resources, and influence. c. issues and challenges of networking.	Trans.: NW5-9.T
Demonstration	4. Provide examples* of the a. sources of your network. b. your networking strategies. c. the benefits you have derived from your networking efforts.	
	5. Share examples from others and ask participants to provide their own examples. or Show *The Networking Process* video, which provides an introductory discussion abut obtaining an information interview.	Video: *The Networking Process* Handout: NW1.H
Guided Practice	6. Ask participants to join with another class member to assess a. the extent and relevance of their networking strategies. b. sources of those in their current network and others they could utilize.	

*Guest speaker is recommended.

Lesson Stage	Instructor Actions	Resources
Unguided Practice	7. Direct participants to a. formulate one or more goals to increase the size. relevance, and, utility of their network. b. supplement the activities. c. record weekly progress in their journal. d. submit the journal to the instructor halfway through and at the end of the program.	Handout: NW2.H
Evaluation	8. Review each participant's journal.	
Feedback	9. Return the participants' journals with written comments on each.	
	[Estimated In-Class Time: 2 ½ hours] [Estimated Out-of-Class Time: variable throughout the program]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	9 transparencies (NW1-9.T)
Handouts:	*Networking Video Worksheet* (NW1.H) *Unguided Practice Exercise* (NW2.H)

B. Materials to be secured by the client

The Networking Process (Video). (1992). New York: DBM Publishing. [Secure from DBM Publishing, 100 Park Avenue, New York, NY 10017, (800) 345-5627. Purchase price is $95.00.]

C. Equipment needed

Overhead projector
VCR and monitor

D. Material preparation

1 set of transparencies (NW1-9.T)
1 set of handouts (NW1-2.H)

E. Optional activities

1. Invite individuals in vocational education leadership roles to form a panel and discuss the following with participants:
    a. sources of networks
    b. networking strategies
    c. benefits derived from networking
2. Assign participants to review a book from the reference list or of their choosing and write a short paper identifying the following:
    a. sources of networks discussed
    b. networking skills and strategies suggested
    c. benefits derived from networking

Supplemental Readings

Chin, L. C. (1991). *It's who you know: Career strategies for making effective personal contacts.* San Diego: Pfeiffer & Co.

Davis, B. L., Skube, C. J., Hellervik, L. W., Gebelein, S. H., & Sheard, J. L. (1992). *Successful manager's handbook: Development suggestions for today's managers* (2nd ed.). Minneapolis: Personnel Decisions, Inc.

The networking process (Video). (1992). New York: DBM Publishing.

Restine, N. (1993). *Women in administration: Facilitators for change.* Newbury Park, CA: Corwin Press.

Shakeshaft, C. (1989). *Women in educational administration.* Newbury Park, CA: Corwin Press.

Woods, D., & Ormerod, S. (1993). *Networking: How to enrich your life and get things done.* San Diego: Pfeiffer & Co.

Notes for Presentation of Rationale

A. Present Reasons for the Learning Experience.

1. Networking is interacting with others to exchange information, ideas, resources, and influences to enrich your life and achieve personal and professional goals. Effective networking provides

    a. support in accessing those of importance.

    b. sources of information.

    c. help in achieving goals.

    d. assistance in identifying opportunities and potential problems.

    e. personal and professional strategies to succeed in your chosen area.

2. All of the people one knows are potential sources of one's network (e.g., coworkers, organizational members or officers, acquaintances). Networks are generally

    a. larger than one initially perceives.

    b. related to one's needs and wants,.

    c. expanding and changing.

    d. reflective of one's comfort with intimacy or distance.

    e. related to one's goals and support system.

    f. connected to the network of others.

    The benefits of networking are reciprocal and include facilitating personal and professional goals, supplying support and encouragement, and providing access to power and influence. Networking is more than sharing information or using people to reach goals. It involves giving as well as receiving; therefore, the motivation of one's network should be not only self-interest but also a genuine interest in others. A network is a powerful resource for attaining goals such as job mobility, recognition, or promotion.

(Identify the benefits of networking for those aspiring to and participating in leadership positions in vocational education.)

3. The quality of interactions in an organization depends largely on the degree of trust that exists, the degree that creativity and risk-taking are encouraged, and a commitment to collaboration. Leader behaviors need to be focused on creating supportive relationships and human connections. When discussing networking, Restine (1993) states, "whatever organizational and individual achievements and successes occur because of relationships with people rather than because of programs or fulfilling particular job descriptions" (p. 32).

(*Note*: Depending on the participants and context, it may be desirable to discuss networking in terms of issues. For example, a lack of formal and informal networks has been identified as a barrier to the advancement of underrepresented groups in leadership positions.)

B. Present the Purpose and Behavioral Objective.

Purpose: Participants will recognize the value of networking; list sources and people to include in their networks; and engage in strategies to maintain and promote networks to accomplish personal, career, and organizational goals.

Given: Opportunities to meet with people.

Behavior: Regularly utilize opportunities to increase your network for personal, professional, and organizational goals.

Standard: Increase the size, relevance, and utility of your network.

C. Present the *LAI* Definition.

Networking: Develops cooperative relationships within and outside of the organization.

Notes for Presentation of Need-To-Know Information

A. Sources of Networks

1. It is important to remember that networks are interconnected, and they serve as a bridge by giving a person access to many sources and people. Sources of networks are often classified according to the following:

    a. current and past employment

    b. education

    c. family

    d. religious affiliation

    e. leisure activities

    f. friends' networks

    g. acquaintances

    h. communities with which one is associated

    i. professional organizations

2. To expand and nurture your network, it is important to listen to and promote recognition of others, add personal touches when you carry out responsibilities, offer support to others, and follow-through on commitments. Extending personal contacts includes teaching, public speaking, consulting, publishing, becoming a leader in a volunteer organization, or becoming an association officer.

B. Networking Strategies

1. Skills and strategies related to effective networking include the following:

    a. Developing self-awareness, goals, and an action plan to achieve networking goals.

    b. Using effective communication skills when networking such as active listening, interpreting oral and nonverbal communication, [illegible] effectively presenting one's needs and wants.

    c. Being accountable and following through with those in your network.

    d. Being reliable when networking with others.

    e. Securing appropriate information needed to network effectively with others.

    f. Being visible and continuously building upon your network.

    g. Being organized and maximizing your networking opportunities.

- h. Learning about those with whom you network and contributing to their goals as well as your own.
- i. Taking the initiative and expanding your outlook, opportunities, and networking activities.
- j. Anticipating both short-term and long-term benefits of networking.

2. Each new situation requires that you develop a *customized networking strategy* (based on general strategies discussed). When joining a new organization, consider
   - a. Taking the initiative to become familiar with the mission, goals, and operations of the organization.
   - b. Meeting members and officers to introduce and share specific interests; identify specific stakeholders and those of influence.
   - c. Creating opportunities to become visible in the organization by joining committees and volunteering for projects and assignments.
   - d. Identifying individuals to include in your network and seeking mentors to learn from.
   - e. Being organized by keeping lists of members and adding information that is relevant to each; sharing your business card.
   - f. Following through on your responsibilities and being supportive of others.
3. When networking, it is imperative to be
   - a. open and flexible.
   - b. goal-oriented.
   - c. willing to share with others.
   - d. empowering of yourself and others.
   - e. persistent.
   - f. accepting of support and graciously giving as well as receiving.

C. Networking challenges often include the following:

1. Encountering difficult behaviors in others.
2. Managing your commitments and saying "no" if you can't follow through.
3. Overcoming your fear and taking risks.
4. Developing patience and perseverance.
5. Dealing with ethical issues.

Networking

Purpose: Participants will recognize the value of networking; list sources and people to include in their networks; and engage in strategies to maintain and promote networks to accomplish personal, career, and organizational goals.

Behavioral Objective:

Given: Opportunities to meet with people.

Behavior: Regularly utilize opportunities to increase your network for personal, professional, and organizational goals.

Standard: Increase the size, relevance, and utility of your network.

Definition of Networking

Networking is interacting with others to exchange information, ideas, resources, and influences to enrich your life and achieve personal and professional goals. Effective networking provides

- support in accessing those of importance.
- sources of information.
- help in achieving goals.
- assistance in identifying opportunities and potential problems.
- personal and professional strategies to succeed in your chosen area.

Definition of Networking (continued)

All of the people one knows are potential sources of one's network (e.g., coworkers, organizational members or officers, acquaintances). Networks are generally

- larger than one initially perceives.
- related to one's needs and wants.
- expanding and changing.
- reflective of one's comfort with intimacy or distance.
- related to one's goals and support system.
- connected to the networks of others.

Benefits of Networking

The benefits of networking are reciprocal and include facilitating personal and professional goals, supplying support and encouragement, and providing access to power and influence. Networking is more than sharing information or using people to reach goals.

Networking involves giving as well as receiving.

The motivation of one's network should be not only self-interest but also a genuine interest in others.

Sources of Networks

It is important to remember that networks are interconnected and they serve as a bridge by giving a person access to many sources and people.

Sources of networks are often classified according to the following:

- Current and past employment
- Education
- Family
- Religious affiliation
- Leisure activities
- Friends' networks
- Acquaintances
- Communities with which one is associated
- Professional organizations

Networking Strategies

Skills and strategies related to effective networking include the following:

- Developing self-awareness, goals, and an action plan to achieve networking goals.
- Using effective communication skills when networking such as active listening, interpreting oral and nonverbal communication, and effectively presenting one's needs and wants.
- Being accountable and following through with those in your network.
- Being reliable when networking with others.
- Securing appropriate information needed to network effectively with others.
- Being visible and continuously building upon your network.
- Being organized and maximizing your networking opportunities.
- Learning about those with whom you network and contributing to their goals as well as your own.
- Taking the initiative and expanding your outlook, opportunities, and networking activities.
- Anticipating both short-term and long-term benefits of networking.

Networking Strategies (continued)

Each new situation requires that you develop a *customized networking strategy* (based on the general strategies discussed). For example, when joining a new organization, consider the following:

- Taking the initiative to become familiar with the mission, goals, and operations of the organization.
- Meeting members and officers to introduce and share specific interests; identify specific stakeholders and those of influence.
- Creating opportunities to become visible in the organization by joining committees and volunteering for projects and assignments.
- Identifying individuals to include in your network and seeking mentors to learn from.
- Being organized by keeping lists of members and adding information that is relevant to each; sharing your business card.
- Following through on your responsibilities and being supportive of others.

When networking, be

- open and flexible.
- goal-oriented.
- willing to share with others.
- empowering of yourself and others.
- persistent.
- accepting of support and graciously giving as well as receiving.

Networking Challenges

- Encountering difficult behaviors in others.
- Managing your commitments and saying "no" if you can't follow through.
- Overcoming your fear and taking risks.
- Developing patience and perseverance.
- Dealing with ethical issues.

Networking Video Worksheet

1. What "sources" for networks were recommended (e.g., professional associations, friends)??
2. What networking strategies were highlighted?
3. Which of the strategies discussed seem most appropriate for you? Why?
4. What results do you expect from networking efforts?
5. What specific challenges will you face when networking? What strategies have been recommended to deal with these challenges?

The Networking Process (Video). (1992). New York: DBM Publishing.

Out-of-Class Assignment

Networking

Throughout the program, record weekly progress of the following in your journal:

- goal(s) to increase the size, relevance, and utility of your network
- implementation of actions to accomplish your goal(s)
- progress and results of your actions

Submit the journal to your instructor as requested, and discuss intent, progress, and results of your networking activities.

Learning Experience Guide #21

Decision-Making*

Purpose

Participants will be able to utilize a model for making judgments and reaching conclusions.

Behavioral Objective

Given:	Opportunities on-the-job to make decisions.
Behavior:	Utilize a decision-making model when the opportunity presents itself.
Standard:	The decision-making process used is consistent with the model taught in this learning experience.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Identify a situation at work that needs a decision. 2. Generate and record information pertaining to the steps in the decision-making model: a. Define the situation. b. Generate alternatives. c. Qualify and quantify the alternatives. d. Choose the solution. e. Develop an Action Plan. f. Implement the solution and take action. g. Evaluate the action.	1. Recall the decision-making model. 2. Recall factors associated with evaluating alternatives. 3. Recall possible stakeholders. 4. Recall importance of risk-taking. 5. Anticipate ethical considerations of decisions. 6. Recall effective communication strategies.

* Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lead a discussion on the types of occasions on-the-job that require decision-making skills. Solicit from the group the kinds of decisions they are now facing on-the-job.	
	2. Present the attribute definition (makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions).	Trans.: DM1-2.T
	3. Present the purpose and behavioral objective of this learning experience.	
Need-To-Know Information	4. Present the list of decision-making model components.	Trans.: DM3.T
	5. Discuss each decision-making model component. (Solicit additional considerations from the group that might not be covered in the transparencies). While talking about cost/benefit analysis, hand out the *Cost/Benefit Worksheet.*	DM4-22.T Handout: DM1.W
	6. After presenting each component, discuss the in-class case study in relation to each component. (The in-class case study is a person's decision to attend this leadership development program.) As the components are discussed, ask for the participants' reflections on why they decided to attend this program. (The case study considerations are discussed, after each decision-making model component in the "Notes for the Presentation of Need-to-Know" section. They are in italics and are separated by brackets.)	
Demonstration	7. This involves the in-class case study and should be completed during the Need-to-Know lecture.	

Lesson Stage	Instructor Actions	Resources
Guided Practice	8. Hand out the *Organizational Entrepreneur* case study, *Decision-Making Worksheet, Action Plan Worksheet,* and *Sources of Relationships Matrix.* Ask participants to use the worksheets provided to analyze the case study in regard to the decisions that were made. Break participants into groups (approximately six/group). 9. Bring the groups back together, and ask for their reaction to the decisions that were made in the case study.	Handouts: DM1.C, DM2.W, F1.W, IN1.W
Unguided Practice	10. Hand out the *Cost/Benefit Worksheet, Risk-Taking Worksheet, Decision-Making Worksheet, Action Plan Worksheet,* and *Sources of Relationship Matrix.* Tell the participants to choose one decision they recorded on their *Decision-Making On-the-Job* monitoring sheets (which should have been handed out at the beginning of the program) and to elaborate on this decision using the worksheets provided. Have the participants make six copies of their *Decision-Making Worksheets* (one for you and one for each group member for action #11 below). *Alternative:* Have the participants use the worksheets to analyze a current decision they are facing. They can fill in the information with actual data up through implementation. For implementation and evaluation, they can figure out all the variables they need to take into consideration for these two components.	Handouts: DM1-3.W, RT1.W, F1.W, IN1.W
	11. Break the participants into small groups (approximately five/group). Have participants hand out the copies of their *Decision-Making Worksheets* and present their decision to their group. Give each presenter approximately ten minutes.	DM4.W

Lesson Stage	Instructor Actions	Resources
Unguided Practice (cont.)	Hand out five *Reflective Decision-Making Worksheets* to each participant. (Number of handouts depends on group size—each presenter will be critiqued.) Before each presentation, ask presenters to introduce themselves, state their current position and organization, and their educational background. Ask members to keep track of the presenter's name, position, organization, and educational background on the *Reflective Decision-Making Worksheet.* Also on this sheet, members should take notes on the definition of the situation and alternative selected to determine the perspective of the presenter (e.g., different system perspective, different discipline perspective, and so forth).	Handout: DM4.W
Evaluation	12. Have the members evaluate the presenter's decision and make comments on the presenter's *Decision-Making Worksheet* as to the completeness of the components, consideration of all factors, and so on. Have each member give the presenter a score from one to seven (the presenter gets a point for each step in the decision-making model; half-points can be allotted). 13. As a large group, discuss the *Reflective Decision-Making Worksheet* information. Ask the following questions: • Did different individuals bring different alternatives? • What did the participants learn from this experience? • Does this change how they will make decisions in the future?	
Feedback	14. Have the members comment verbally on each decision and hand the *Decision-Making Worksheet* back to the presenter with their comments.	
	[Estimated In-Class Time: First Class Session: 2 1/2 hours Reporting Session: 1 1/2 hours] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	22 transparencies (DM1-22.T).
Handouts:	*Cost/Benefit Worksheet* (DM1.W) *Decision-Making Worksheet* (DM2.W) *Decision-Making On-the-Job* (DM3.W) *Reflective Decision-Making Worksheet* (DM4.W) *Decision-Making Case Study, "The Organizational Entrepreneur"* (DM1.C)
Worksheets:	*Action Plan Worksheet* (F1.W) *Risk-Taking Analysis Worksheet* (RT1.W) *Sources of Relationship Matrix* (IN1.W)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of 22 transparencies (DM1-22.T)
1 distribution of *Cost/Benefit Worksheet* (DM1.W)
7 distributions of *Decision-Making Worksheet* (DM2.W)
1 distribution of *Decision-Making On-the-Job* (DM3.W)
5 distributions of *Reflective Decision-Making Worksheet* (DM4.W)
1 distribution of *Decision-Making Case Study "The Organizational Entrepreneur"* (DM1.C)
2 distributions of *Action Plan* (F1.W)
1 distribution of *Risk-Taking Analysis Worksheet* (RT1.W)
2 distributions of *Sources of Relationships* (IN1.W)

Supplemental Readings

Blanchard, K., Carew, D., & Parisi-Carew, E. (1990). *The one minute manager: Builds high performing teams*. New York: William Morrow and Co.

Brookfield, S. (1987). *Developing clinical thinkers: Challenging adults to explore alternative ways of thinking and acting*. San Francisco: Jossey-Bass.

Fox, V. M. (1987). *Effective group problem-solving: How to broaden participation, empower decision-making, and increase commitment to action.* San Francisco: Jossey-Bass.

Hill, P., Bedau, H., Chechile, R., Crochetiere, W., Kellerman, B., Ounjian D., Pauker, S., & Rubin, J. (1978). *Making decisions: A multidisciplinary introduction.* Reading, MA: Addison-Wesley.

Hoy, W., & Miskel, C. (1991). *Educational administration: Theory, research, practice* (4th ed.). New York: McGraw-Hill.

Isaacs, W. (1993). Dialogue: The power of collective thinking. *The Systems Thinker*, *4*(3), 1-4.

Shonk, J. (1992). *Team-based organizations*. Homewood, IL: Business One Irwin.

Showers, C., & Cantor, N. (1985). Social cognition: A look at motivated strategies. *Annual Review of Psychology*, *36*, 275-305.

Notes for Presentation of Rationale

A. Present the *LAI* Definition.

Decision-making: Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will be able to utilize a model for making judgments and reaching conclusions.
Given:	Opportunities on-the-job to make decisions.
Behavior:	Utilize a decision-making model when the opportunity presents itself.
Standard:	The decision-making process used is consistent with the model taught in this learning experience.

Notes for Presentation of Need-To-Know Information

A. The decision-making model. This is a generic model. Most decision-making models will have these components with some variations, depending on the author:

- Define the situation.
- Generate alternatives.
- Qualify and quantify the alternatives.
- Choose solution.
- Develop an action plan.
- Implement the solution and take action.
- Evaluate the action.

[*All comments referring to the in-class case study will be italicized and in brackets such as this.*]

1. **Define the situation.**

As a leader, another important attribute is "Information Management" (Identifies, collects, organizes, and analyzes essential information needed by the organization).

a. Start producing dialogue. Dialogue among members of an organization is one of the most important behaviors to produce cohesiveness among individuals. It also provides an opportunity for exchanging ideas and creating new knowledge that is broader and of greater magnitude than the individual ideas from which it was constructed.

b. In psychology, this is called a *gestalt*, meaning the whole is greater than the sum of its parts. A physical example of this phenomenon is a neon light shaped like an arrow that is seen pointing toward a diner. The arrow seems to move in the direction of the diner. In reality, the arrow is just a series of lights turning off and on. What we see, however, is a moving arrow.

c. When we seek knowledge from a group of people and allow them to circulate ideas, a synergy begins. In many cases this will produce a higher-quality product than if we obtained the information individually. Dialogue should take place in a safe environment, one in which individuals are shown respect even though their ideas may be different. If you think back to how you know what you know, in many cases it was due to dialogue. Leaders can learn pertinent information if they spend time in dialogue and listening to others. Dialogue begins with identifying to whom you should listen.

d. For this decision, identify the stakeholders who might have necessary information or an interest or a claim in what happens. The important questions are—"Whom will this decision affect?" and "How am I going to obtain the necessary information to make a respectable decision?"

e. Identify stakeholders. (Whom will this decision affect?) This could include but is not limited to

(1) Clients
(2) Superiors
(3) Other managers
(4) Peers

        (5) Subordinates
        (6) External stakeholders—
            (a) Parents
            (b) Other institutions
            (c) Professional organizations
            (d) State or federal governments
            (e) Others

[*With whom did you consult or have dialogue concerning your decision to attend this program? It might have been your boss, family, friends, reading current literature, and so forth.*]

    f. Decide on the process to be used. Will you be the sole decision-maker, or does this call for participatory decision-making? (An entire learning experience, entitled "Selecting the Appropriate Decision-Making Process," is devoted to this.)

[*Were you the sole decision-maker? Or did you decide to let someone else help you make the decision?*]

    g. Gather the necessary information. Where? From whom?

        (1) From the above stakeholders?
        (2) From institution records? (i.e., personnel, institution reports, government reports)
        (3) Create a new data-gathering report?

[*How did you learn about the program? You had to find out*

- *how much it costs.*
- *how much time it would entail.*
- *what the logistics were.*
- *if others thought you needed it.*
- *if it would help you advance in your career.*
- *who was putting it on; are they accredited?]*

    h. Evaluate the definition of the situation. Make sure that the situation being defined (if it is a problem that needs a remedy) is the actual problem and not just a symptom of another problem.

[*You had to decide whether or not you would benefit from this program. If you were not advancing, it might be due to factors other than not being a good leader (e.g., glass ceiling effects, no real advancement opportunities, poor management). In any event, it would benefit you to know the source of your issue, although your final decision (to attend this program) might be the same.*]

2. **Generate alternatives.**

    a. Brainstorm and record alternatives from as many perspectives as possible.

        (1) From different systems—
            (a) Minority
            (b) Female
            (c) Male
            (d) Different levels within the organization
            (e) Different external systems (e.g., government, community)

[*What are others doing for leadership advancement? Are others benefiting from this type of program? Are they engaging in some other type of activity that seems to help them advance? Are others of my same group benefiting? What does the organization seem to value—graduate degrees, self-study, more experience, community work, other? How did the person before me advance? What does the other system value? What will this mean to my personal family system?*]

(2) From different disciplines:

- (a) Philosopher
- (b) Political Scientist/Lawyer
- (c) Social Psychologist
- (d) Clinical Psychologist
- (e) Physician
- (f) Engineer
- (g) Economist
- (h) Systems Analyst

b. Generating alternatives from other systems and disciplines not only helps you generate alternatives that have breadth, but it also helps you understand that other individuals do come to the table with different ways of approaching the same problem, different agendas, and different ways of solving the same problem. This should help you appreciate and respect diversity among individuals by realizing that there are many right ways to solve the same problem, and yours isn't necessarily the only right way.

c. Tell the class to think of themselves as a person from a different discipline and imagine how this person might analyze the problem. What would he or she be concerned with and how would he or she go about defining the problem? What components would the alternatives contain?

(1) A philosopher is a person concerned with

- (a) the clarity of the argument.
- (b) how one component plays on another.
- (c) logical arguments.
- (d) cause and effect.
- (e) ethics.

[*You should engage in activities that will produce a desired outcome that is compatible with your values. Logically weigh each of your choices so that your effort will produce results with which you are comfortable and which seem to fit with your other systems. Will attending this program help you advance? Did it help others in your position advance?*]

(2) A political scientist/lawyer is a person concerned with

- (a) facts (what are the details of the present situation).
- (b) who is supposed to make the decision.
- (c) evaluation of all (defendants) involved (personalities and positions).
- (d) building the case until its dramatic conclusion.

[*How many individuals have been in your situation? What have they done to advance? Have you asked your superior if attending this program will help your career?*]

(3) A social psychologist is a person who is concerned with

(a) dynamics of social roles.
(b) process of how to get to the conclusion.

(4) A clinical psychologist is a person who deals with

(a) individual's feelings.
(b) available options.
(c) creative problem-solving.
(d) how the outcome will affect those psychologically involved.
(e) (motivation, feelings of worth).

[*Will attending this program make you feel better about yourself? Will you be more motivated to take other opportunities in the future, even though at this particular moment there is no chance for advancement? What are your other options? Will attending increase your overall personal satisfaction which will have a positive effect on your other domains (e.g., social, spiritual, family)?*]

(5) A physician is concerned with

(a) facts about the biological nature of an alternative's impact.
(b) health factors.

[*How will attending affect your stress level? Your family's? Will attending have an overall encouraging effect on your life that will increase your hardiness to overcome obstacles in the future?*]

(6) An engineer deals with

(a) defining the problem in clear, concise terms.
(b) weighing the factors involved.
(c) coming to a logical conclusion.

[*If you attend this program, it will look good on your résumé. When an opportunity does arise for advancement, you will be ready. The necessary energy it takes for you to attend will be worth it in the end.*]

(7) An economist is a person concerned with

(a) checking on the probabilities of certain alternatives.
(b) analyzing numbers and figures.
(c) dealing with capital concerns.

[*How will you pay for the program? How many individuals in your situation have advanced because they have attended similar activities? Will this help you obtain higher wages in the future? If it does, wouldn't this be a wise investment in your career?*]

(8) A systems analyst thinks about

(a) how each alternative will affect the entire system.

        (b) how the alternative will fit with the existing system (congruence).
        (c) dynamics of social roles.
        (d) the process of how to get to the conclusion.

[*What effect will this have on your family, personal aspirations, community involvement, and so forth? Will attending make you a better leader, even though it might not necessarily mean advancement? Will it help your institution so that, over time, superiors will see how valuable you are to the system? What will it take to attend this program?*]

d. Not every problem will always lend itself well to analysis from each of the disciplines listed, nor are all disciplines listed and discussed. For example, the physician's perspective might not make sense in some situations. Use your judgment to choose as many perspectives as seems necessary, and add others to generate a breadth of alternatives.

3. **Qualify and quantify the alternatives.**

a. Narrow down the alternatives:

(1) Throw out or modify alternatives that do not comply with your institution's vision statement.

(2) Review the alternatives that are not ethical. (An entire learning experience is devoted to ethical decision-making—See "Improving the Ethical Quality of Organizational Decisions.")

[*If your institution does not value graduate degrees, but does value certificates and experience, take this into consideration. Your alternatives can be narrowed by obtaining information about your organization's vision statement and norms. To maintain consistency with the vision statement, either choose congruent behaviors or policies, or change the vision statement.*]

b. Choose the five best alternatives (there might be fewer than that) by

(1) your sole decision, if that is the process you choose.

(2) voting (using the stakeholders) or consensus.

(3) examining practical considerations (financing, feasibility, and so on).

[*You should narrow your alternatives for proceeding at this time. Choose those that seem to make the most sense by individually deciding or by asking for advice from those concerned.*]

c. Generate a cost/benefit analysis for each alternative:

(1) What are the costs and revenues, if nothing were done?
    (a) personnel (salaries and benefits)
    (b) travel
    (c) equipment/supplies
    (d) indirect costs (building and space costs)
    (e) other (consultants, parking)
    (f) current revenue (not a cost but is needed to figure benefits later)

[*In this situation it would be your present salary, lack of future opportunities, lack of ability to engage in higher productive activities, and so forth.*]

(2) What are the costs and revenues of the alternatives?

To calculate benefits, you compare the bottom lines of the options. For some benefits it might be more difficult to assign a dollar amount (e.g., increased satisfaction, better working conditions, state of the art status). Therefore, you have to estimate their effects on the organization. Having a cost/benefit analysis for each of your alternatives adds to your credibility when you have to discuss your decision with others and/or when persuading others.

(3) Consider the risks involved if the decision is not the right one or if you do not make any decision. Refer to the *Risk-Taking Analysis Worksheet*.

(4) Consider the ethical ramifications of each alternative.

4. **Choose a solution.**

Choose the alternative that has the highest benefit for the cost, has a reasonable amount of risk, and is ethical.

5. **Develop an Action Plan.**

a. The Action Plan can be used to develop the following:

(1) Objective(s)
(2) Planned activities
(3) Resources needed
(4) Obstacles
(5) Completion dates
(6) Methods of measuring progress
(7) Obstacles and solutions
(8) Sacrifices
(9) Risks
(10) Ethical considerations

Refer to previous learning experience "Formulating a Leadership Development Plan," #8, for further details; another tool that might be helpful is the *Sources of Relationships Matrix*.

b. Consider those who will be affected and contemplate how you will

(1) gain their support.
(2) obtain their help.
(3) minimize the effect of change (is it a surprise?).
(4) sell them on the idea.

c. To gain the support of those around you use the cost/benefit analysis you generated to help them understand the benefits extracted from your decision. People are not comfortable with change in many cases; therefore, it might be necessary to think about how you can minimize the turbulence of initial change until others get used to it. When you make decisions participatory in the first place, it helps produce buy-in from others. Their buy-in will produce ownership in the decision and will help you implement necessary actions to see the decision to fruition.

[If you already discussed the decision to attend this program with your boss, he or she will not be surprised when you need time off. If he or she has an investment in your future and thinks that the program is a good idea, resistance at this point will be minimal. Also, if you have already discussed the program with your family, they are probably willing to make some concessions.]

6. **Implement the solution and take action.**

   Review the material in the learning experience "Organizational Planning" for further insights on how to implement decisions that will be accepted.

7. **Evaluate the action.**

   a. Were there benefits gained?
   b. Did you consider all the necessary factors?
   c. Do you need to collect additional data?
   d. Do you need to contact the stakeholders in order to evaluate the decision?
   e. Review the ethical considerations of the decision.

   This is probably one of the most important steps in decision-making, yet it is often forgotten in many models. Whenever you make a decision and take some action, it is extremely essential that you look back not only to see if it is the right decision, but to see whether you implemented it in the best possible way. You might have made the right decision, but because of the way you approached it and implemented it (didn't obtain buy-in), you botched the entire project.

   A word of caution seems necessary. Whenever you have a failure in implementing any kind of change, others will be less likely to follow you in the future. They will be gun-shy and will not support your next endeavor. The best solution is to take responsibility for your actions and be able to relate to them what went wrong. This is why evaluation after implementation is so important. If you do not evaluate whether the decision was right or wrong, or whether the implementation went smoothly, you will not have the necessary information to implement future decisions. Review the decision and implementation process used to see whether or not you used ethical means to acquire an ethical end-result.

B. Other Selected Models

The following models are briefly identified to further elaborate on the cognitive process of decision-making. Refer to the "Supplemental Readings" for a more detailed discussion.

1. **System Model for Organizational Decision-Making** (Hoy & Miskel, 1991).

   This model is useful for diagnosing gaps or a lack of congruence among key system elements. The steps of the process include:

   a. identify symptoms,
   b. identify problems,

c. describe organizational elements,
d. assess the environmental demands,
e. assess congruence, and
f. diagnose problem causes.

As cited in Thomson (1993) "Problem Analysis," *Principals for Our Changing Schools* (pp. 3-24 – 3-25), Hoy and Miskel (1991) recommend combining these steps with the components of the decision-making model as described in Learning Experience 21, "Decision-Making."

2. **Sources of Motivation and Decision-Making** (Showers & Cantor, 1985). This approach describes motivation sources (goals, moods, and expertise) and shows the relationship that exists between them and an individual's actions, as related to certain thought characteristics. The motivation sources are identified as guiding an individual's interpretation of a situation and his or her responses (p. 277).

LAI Definition

Decision-Making

Makes timely decisions that are in the best interest of the organization by analyzing

- all available information.
- distilling key points.
- drawing relevant conclusions.

Decision-Making

Purpose: Participants will be able to utilize a model for making judgments and reaching conclusions.

Behavioral Objective:

Given: Opportunities on-the-job to make decisions.

Behavior: Utilize a decision-making model when the opportunity presents itself.

Standard: The decision-making process used is consistent with the model taught in this learning experience.

Decision-Making Model

- Define the situation.
- Generate alternatives.
- Qualify and quantify the alternatives.
- Choose the solution.
- Develop an Action Plan.
- Implement the solution and take action.
- Evaluate the action.

Define the Situation

Start producing dialogue.

Identify the stakeholders.

- Clients
- Superiors
- Other managers
- Peers
- Subordinates
- External stakeholders

Decide on the process to be used.

Gather the necessary information.

- From stakeholders
- From institutional records
- By creating a new data-gathering report

Evaluate the definition of the situation.

Define Situation

LAI Definition

Information Management

Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Generate Alternatives

Brainstorm and record alternatives.

- From different systems.
- From different disciplines—
    - Philosopher
    - Political Scientist/Lawyer
    - Social Psychologist
    - Clinical Psychologist
    - Physician
    - Engineer
    - Economist
    - Systems Analyst

Philosopher

Concerned with

- the clarity of the argument.
- how one component plays on another.
- logical arguments.
- cause and effect.

Political Scientist/Lawyer

Concerned with

- facts (what are the details of the present situation?).
- who is supposed to make the decision.
- evaluation of all (defendants) involved (personalities and positions).
- building the case until its dramatic conclusion.

Social Psychologist

Concerned with

- dynamics of social roles.
- process of how to get to the conclusion.

Clinical Psychologist

Concerned with

- individual's feelings.
- available options.
- creative problem-solving.
- how the outcome will affect those involved.

Physician

Concerned with

- facts about biological nature of an alternatives impact.
- health factors.

Engineer

Concerned with

- defining the problem in clear, concise terms.
- weighing the factors involved.
- coming to a logical conclusion.

Economist

Concerned with

- checking on the probabilities of certain alternatives.
- numbers and figures.
- capital.

Systems Analyst

Concerned with

- how each alternative will affect the entire system.
- how the alternative will fit with the existing system.
- dynamics of social roles.
- process of how to get to the conclusion.

Qualify and Quantify the Alternatives

Narrow down the alternatives:

- Throw out or modify alternatives.
- Choose five best alternatives.
- Generate a cost/benefit analysis for each alternative.
- Consider the risks involved if the decision is not the right one or if you do not make any decision.

Generate Costs/Benefits

Cost if nothing is done

vs.

Cost of new alternative
(Cost of alternative vs. benefits of alternative)

Costs

Training personnel time

- Salaries
- Benefits

Travel

Equipment/supplies

Indirect costs

- Building and space requirements

Other

- Parking
- Consultants

Revenue

- Current revenue
- Services

Benefits

Decreased personnel time

- Salaries
- Employee benefits

Decreased travel

Decreased equipment/supplies

Decreased indirect costs

- Building and space requirements

Decreased other

- Parking
- Consultants

Increased revenue

- Revenue from additional services

Choose Solution

Choose the alternative with the highest benefit for the cost, has a reasonable amount of risk, and is ethical.

Develop an Action Plan

State the objective.

List factors that need to be changed within the existing system.

Consider those who will be affected.

Implement the solution and take action.

Evaluate the Action

Did the solution benefit the organization?

Did you consider all the necessary factors?

Do you need to collect additional data?

Do you need to contact the stakeholders in order to evaluate the decision?

Did the decision actually produce a benefit over the cost?

Should you run another *Cost/Benefit Analysis* worksheet?

Were ethical processes followed to produce an ethical end-result?

Cost/Benefit Worksheet

Personnel						
Name	Salary/Month	Amount of Time	Salary	Benefits	Cost	**Total**
Travel						
Purpose			Housing	Per Diem	Cost	**Total**
Equipment/Supplies						
Description					Cost	**Total**
Indirect Costs						
Description					Cost	**Total**
Other						
Description					Cost	**Total**
					Total Costs:	
Revenue						
Product/Service Description						**Total Revenue**
					Revenue - Costs:	

Decision-Making Worksheet

Define the situation.	
Generate alternatives.	
Qualify and quantify the alternatives.	
Choose the solution.	
Develop an Action Plan.	
Implement the solution and take action.	
Evaluate the action.	

Decision-Making On-the-Job

Briefly define situation:
1.
2.
3.
4.
5.

Reflective Decision-Making Worksheet

Name:	Organization:
Educational Background:	Position:

Take notes on the individual's definition of the situation and the alternative presented.

How did the individual present information? From what perspective (a different system, a different discipline)?

Decision-Making Case Study
"The Organizational Entrepreneur"

Over the years, Ocean City Community College has housed its health occupations program in a structure ten miles from the main campus. Originally, this location was ideal because of its close proximity to Ocean City Veterans Memorial Hospital. That location lost its advantage, however, because students began to work at the hospital on specific full days instead of every half day. In addition to the inconvenience of being isolated from the main campus, the structure housing the program was old and in need of repair. It really did not meet existing needs and would not be adequate to meet the future demands that were envisioned for students enrolling in the health occupations area.

Dr. Belinda Bell, President of Ocean City Community College, had shared her vision of a new health science facility with the Chamber of Commerce, state legislators, the school's local board, Ocean City's state legislative liaison, and a number of the local business people. She invited community members to become involved with the college and to take an active part in making the health science facility a reality.

Acting on the advice of the health science advisory committee, plans for the health science facility incorporated the latest technological and scientific aspects of the profession. It was decided that the college would offer associate degrees in various health science areas and that classes would be more rigorous so graduates would perform better on certification examinations. Belinda felt that the health science programs were a very important part of the community college's offerings. She also believed that, based on published statistical trends and articles in the journals she read, the health programs would play an even more important role in the future.

Belinda was relentless in her pursuit for funding of the health science center. She cultivated a number of legislative contacts and engaged in frequent conversations with state legislators about the status of development. It was not unusual for her to ask board members and local business persons to contact legislators to express their concerns and support. In addition to having asked several persons to write letters and make telephone calls, she persuaded four local business owners to travel with her to the state capitol to talk with legislators. Belinda was in communication with someone different every day for several months concerning the health science facility. At specific times of the year, she would unleash the wonders of Ocean City's Community College culinary arts center on these influential groups of people by having them at the center for scrumptious breakfasts and succulent dinners.

The contract for the new health science building was awarded last Friday. The land has been prepared, but the big event is not over. Belinda has planned a groundbreaking ceremony and has asked key legislators to come and say a few words. Belinda plans to emcee the ceremony personally, and, of course, she will recognize the senator, the representative, and several people from business and industry for their contributions to education. When asked by a reporter for the *Ocean City Times* just what led up to the new development at the college, Belinda replied, "I cannot attribute our success to just one action by one person. It is continuous work by a lot of people that accomplishes the big goals."

- What can Belinda attribute the success to?
- What did Belinda do right in her decision-making? List the specific examples from the case study onto the appropriate worksheets.
- What other attributes were important in making this situation successful?
- What parts of the decision-making model seemed to be the most important?
- Look over the last paragraph of the case study again. Where would you put this information in the decision-making model?

Learning Experience Guide #22

Selecting the Appropriate Decision-Making Process

Purpose

Participants will learn that there are a number of decision-making processes and the circumstances under which each is appropriate to be used.

Behavioral Objective

Given:	A variety of organizational problems and situations that require decisions.
Behavior:	Select the decision-making process in each situation that is consistent with your management philosophy and that is most likely to yield the highest-quality acceptable decision in the least amount of time.
Standard:	Each of the decision-making processes selected is consistent with the rules contained in the instructor's handout materials (adapted from Vroom & Yetton, 1973).

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Determine whether sufficient information is available for making a quality decision.	1. Recall the requirements of a quality decision.
2. Determine when the decision must be made.	2. Recall the implications of compliance vs. acceptance in implementing the decision.
3. Decide whether simple compliance or more complete acceptance by the group is needed to implement the decision.	3. Recall the characteristics of decisions that determine whether acceptance is needed.
4. Select the appropriate decision-making process that is consistent with your management philosophy.	4. Recall how group acceptance can be obtained.
	5. Differentiate among the five decision-making processes.
	6. Recall the rules for selecting each of the five decision-making processes.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Presentation about a. importance of decision-making. b. mixed research results about participation—different circumstances help or hinder its effectiveness. c. a model (to be presented) with specific rules for deciding when different amounts of participation by subordinates is called for. d. participants will know how to apply the rules for selecting the decision-making process most suitable for the situation and their management philosophy.	
	2. Present purpose and behavioral objective of this learning experience.	Trans.: DMP1.T
Need-To-Know Information	3. Lecture about a. criteria for selecting the proper decision-making process. b. requirements for making high-quality decisions. c. implications of compliance vs. acceptance and team-building in selecting the decision-making process. d. decision characteristics that determine whether acceptance is needed. e. how acceptance is obtained. f. role of time in selecting the decision-making process.	Trans.: DMP2.T
	g. five decision-making processes (for group problems). h. ten rules for selecting the most suitable process. *Sample Question:* What is the reason for this rule?	Handouts: DMP1.H DMP2.H
Demonstration	4. Provide examples to show how the selection rules are applied to problems.	
Guided Practice	5. Form small groups (three to four members each). Distribute the same set of cases to each group. Have groups select the most suitable decision-making process for each case. Have groups compare and justify their selections.	Handout: DMP3.H

Lesson Stage	Instructor Actions	Resources
Unguided Practice	6. Ask participants to observe (or ask) an administrator/ leader or a mentor about their five most recent decisions. How were these decisions reached? Who made them? Critique (in writing) the decision-making processes, using the rules contained in the instructor's handout materials.	Handout: DMP4.H
Evaluation	7. Review the critiques for their consistency with the rules in the handout materials.	
Feedback	8. Comment in writing on each critique and give these back to participants. Clarify in class any common misconceptions.	
	[Estimated In-Class Time: 1 1/2 hours] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	2 transparencies (DMP1-2.T)
Handouts:	*Five Decision-Making Processes* (DMP1.H) *Ten Rules for Selecting Decision-Making Processes* (DMP2.H) Set of Cases (DMP3.H) *Out of ClassAssignment: Selecting the Appropriate Decision-Making Process* (DMP4.H)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (DMP1-2.T)
1 distribution of handouts (DMP1-4.H)

E. Alternative activities

Each participant will think about her or his last five decisions. How were those decisions made? Who made them? Critique, in writing, the decision-making processes using the rules contained in the instructor's handout materials.

Supplemental Readings

Blanchard, K., Carew, D., & Parisi-Carew, E. (1990). *The one minute manager: Builds high performing teams*. New York: William Morrow and Co.

Davis B. L., Skube, C. J., Hellervik, L. W., Gebelein, S. H., & Sheard, J. L. (1992). *Successful manager's handbook: Development suggestions for today's managers* (2nd ed.). Minneapolis: Personnel Decisions, Inc.

McCall, M. W., Jr., & Kaplan, R. E. (1985). *Whatever it takes: Decision makers at work.* Englewood Cliffs, NJ: Prentice Hall.

Riechmann, D. (1992). High-involvement, high-performance teams in higher education: The impact of leadership. In K. E. Clark, M. B. Clark, & D. P. Campbell (Eds.), *Impact of leadership* (pp. 257-269). Greensboro, NC: Center for Creative Leadership.

Scholtes, P. (1988). *The team handbook*. Madison, WI: Joiner Associates.

Shonk, J. (1992). *Team-based organizations*. Homewood, IL: Business One Irwin.

Vroom, V. H., & Yetton, P. W. (1973). *Leadership and decision-making*. Pittsburgh, PA: University of Pittsburgh Press.

Yukl, G. (1989). *Leadership in organizations* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

Notes for Presentation of Rationale

A. Relevance of Topic

1. Organizations are continually facing situations that require decisions.

2. No one process for decision-making is best for all situations. Because some decisions are relatively routine, and because time is a critical factor, participation of group members in the decision-making process is not always desirable or feasible. On the other hand, it is not reasonable to presume that leaders can always make the best decisions by themselves without group input, and team-building requires participation.

3. The question is—What rules should be used to determine the nature and extent of group-member participation in decision-making in different kinds of situations?

4. Participants will learn and be able to apply a set of rules adapted from Vroom and Yetton (1973) that will help them decide which of the five decision-making processes to use.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will learn that there are a number of decision-making processes and the circumstances under which each is appropriate to be used.
Given:	A variety of organizational problems and situations that require decisions.
Behavior:	Select the decision-making process in each situation that is consistent with your management philosophy and that is most likely to yield the highest quality acceptable decision in the least amount of time.
Standard:	Each of the decision-making processes selected is consistent with the rules contained in the instructor's handout materials (adapted from Vroom & Yetton, 1973).

Notes for Presentation of Need-To-Know Information

A. ***Criteria for Selecting the Appropriate Decision-Making Process.*** Three criteria are used to assure quality, establish the needed degree of acceptability, and minimize time.

1. Quality

   a. Quality refers to the "objective or impersonal" aspects of the decision.

      (1) It is defined in terms of what serves the best interests of the group or organization. How group members will like the decision (in terms of quality) is irrelevant.

      (2) In some cases, there may be no quality requirement such as when all the solutions are of equal value to the organization. For example, which one of five drivers gets to drive the new truck.

   b. High-quality decisions depend upon having sufficiently relevant information available to reach a decision.

      (1) Quality reaches its peak when all relevant information and opinions have been examined.

      (2) If the problem is ill-defined, the kinds of information needed are unclear. Consultation is called for first to define the problem.

      (3) The decision-maker must take whatever time is needed to define the problem and to collect and sift relevant information.

   c. Key questions in selecting the proper process to reach high-quality decisions follow: Is the problem defined properly? Who has the necessary, relevant information? Does the leader have it all? Do one or more members of the group have it? Do persons outside of the group have the information?

2. Acceptability (and Team-Building)

   a. Acceptance (a separate criteria from *quality*) is not an all or none response, but varies on a continuum from none to high. The method used to reach a decision must result in at least the degree of acceptance needed by the group to assure implementation. This is done by involving the group members to varying degrees in the decision-making process.

   b. Some management philosophies emphasize participation and collaboration in which all (or most) decisions are to be made by the group/team. In these cases, member involvement is maximized, and acceptability is ensured regardless of the situation.

   c. Other management philosophies do not call for using teams to make all (or even necessarily most) decisions. The extent of group involvement in decision-making is, rather, a function of the particular situation. Each situation is analyzed to determine the degree of acceptability (and, therefore, group involvement) needed. The following guidelines are useful in analyzing each situation:

(1) Some types of decisions can count on group-member *compliance*. That is, group members *acceptance* of the decision and its implementation can be counted on without involving them in the decision-making process.

  (a) Outsider problems in which group members are not involved in the execution of the decision. (Group-member participation may still be desirable to obtain information and enhance quality, or to build team spirit.)

  (b) Decisions with a high probability that the leader's autocratic decisions will be accepted.

  Leader has "legitimate" power: It is recognized that it is the leader's "right" to make the decision (e.g., appoint her secretary or executive assistant).

  Leader has "expert" power and is trusted: She is the recognized expert and the only one capable of taking all the information into consideration (e.g., decisions about pay raises).

  Leader has "referent" power: She is strongly admired by the group and will have no difficulty selling the decision to the group.

  When the task is routine and requires no extra effort (e.g., using a different version of a simple form).

(2) Even when compliance can be presumed, it may be desirable, in some cases, to involve the group to assist with building a cohesive team.

(3) When group members are not motivated to attain organizational goals, for example, when they conflict with the goals of individual group members (e.g., issues of wage levels or work loads), the leader cannot depend on the group to make the decision.

(4) Key questions in deciding which decision-making process to use to assure proper implementation of the decision are as follows: Will the group comply with an autocratic decision? Will the group make a decision in the interests of the organization? What degree of participation by the group is needed to assure proper implementation? What degree of group involvement will facilitate team-building? Note that group participation may be called for to make a high quality decision even if compliance can be counted on and team-building is not a relevant concern.

3. Time
   a. Time to make a decision increases, from the leader's deciding alone to full group participation.
   b. Everything else being equal, the shortest time to make a decision is best.

B. *The Decision-Making Processes*

1. Description of the Five Processes (see Handout DMP1.H)
   a. The five processes differ in the amount of participation the leader allows group members (and thus the degree to which the group members influence the decision).
   b. The leader takes full responsibility for the decision, regardless of the amount of group participation.
2. Ten Rules for Using the Five Processes (see Handout DMP2.H)
3. Applying the Ten Rules to the Five Processes
   a. The leader asks what is needed to produce a high-quality decision.
      (1) Is the problem well-defined?
      (2) Does he or she have all the needed information?
      (3) How much information-gathering and consultation are required?
      (4) What decision-making processes are eliminated or needed?
   b. The leader asks about possible decisions.
      (1) Are they all of equal value to the organization?
      (2) Are group members likely to agree readily on one solution?
      (3) Are organizational and group-member goals likely to be in conflict?
      (4) What processes are indicated or eliminated?
   c. The leader asks if compliance is reasonably assured. Even if it is, does team-building call for certain processes? If compliance is not assured, and acceptance needs to be developed, what processes are eliminated or needed?
   d. The leader asks if time is available to carry out the desired decision-making process.
      (1) If not, can a time extension be negotiated?
      (2) What alternative process needs to be utilized?
      (For examples of tools for team decision-making, refer to Learning Experience Guide #24, "Facilitating Meetings," FM2.H)

Selecting the Appropriate Decision-Making Process

Purpose: Participants will learn that there are a number of decision-making processes and the circumstances under which each is appropriate to be used.

Behavioral Objective:

Given: A variety of organizational problems and situations that require decisions.

Behavior: Select the decision-making process in each situation that is consistent with your management philosophy and that is most likely to yield the highest-quality acceptable decision in the least amount of time.

Standard: Each of the decision-making processes selected is consistent with the rules contained in the instructor's handout materials (adapted from Vroom & Yetton, 1973).

Compliance Situations*

- Outside problems
- Group will readily accept leader decisions
  - Leader legitimate power
  - Leader expert power
  - Leader referent power
  - Routine task, no extra effort

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* Even if compliance can be presumed, it may be desirable to involve the group in decision-making to facilitate team-building.

Five Decision-Making Processes*

L1 **Leader decides alone**. Leader makes the decision without any consultation. It presumes the problem is well-defined and the leader has all the relevant information.

L2 **Leader seeks information but decides alone.** Leader solicits information from one or more group members, but does not "consult" about the decision. Leader makes the decision.

LC1 **Leader consults with individual group members, but decides alone.** Leader shares the problem with selected individuals, seeks information, and discusses possible solutions with them. Leader makes the final decision.

LC2 **Leader consults with the group as a whole, but decides alone.** The group meets, discusses the problem and explores possible solutions. The leader uses the group input to inform her or his own decision.

LM **Leader permits the group to make the decision.** Leader participates in the discussion, but the group as a whole decides. The leader accepts the group decision and responsibility for it. "We have decided to . . ."

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* Adapted from Vroom &Yetton (1973).

Ten Rules for Selecting Decision-Making Processes*

1. **Time**. The time to produce a decision increases from L1 (leader decides alone) to LM (leader permits the group to make the decision).
2. **Acceptance**. Assuming compliance is uncertain, acceptance increases from L1 to LM.
3. **Expertise of the leader**. L1 is removed from consideration if the leader does not possess all the relevant information to ensure a high-quality decision.
4. **Degree of problem definition**. If the problem is ill-defined or involves unknown factors, L1, L2, and LC1 are removed from consideration.
5. **Congruence of group and organization goals**. If group members do *not* share the organization goals (e.g., there is a potential conflict), process LM is eliminated.
6. **Acceptance**. If compliance is not ensured, and if acceptance is needed for implementation, L1 and L2 are eliminated.
7. **Acceptance with conflict over solutions**. If compliance is not ensured, but acceptance is needed, and if group members are not likely to agree on the decision, L1, L2, and LC1 are removed from consideration.
8. **Acceptance with many solutions**. If compliance is not ensured, but acceptance is needed, and all of the possible decisions are of equal value to the organization, use LM (reject L1, L2, LC1, and LC2).
9. **Acceptance and congruence of group organization goals**. If compliance is not ensured, but acceptance is needed, and if the group members share the organization goals, use LM.
10. **Team-building**. Even if compliance is ensured, it may be desirable in some situations to use LC2 or LM.

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* Adapted from Vroom &Yetton (1973).

Selecting the Appropriate Decision-Making Process

Case #1

Setting: Technical College
Your Position: Department Head

Because of a fiscal crisis, the President has directed that no new personnel will be hired, even to replace the instructors who leave. Shortly after receiving this directive, one of the ten instructors in your department resigned. Your problem is how to rearrange the work assignments among the remaining personnel without cutting classes.

Morale has been high. All of the remaining nine instructors are proud of the department and want to see it continue to do a high quality job. All are highly competent and have the skills to assume the responsibilities of the instructor who left.

Selecting the Appropriate Decision-Making Process

Case #2

Setting: Area Vocational Technical School
Your Position: Department Head

You have been selected by the Principal to attend a five-week administrator training program at Harvard University. Your problem is to decide which one of the other ten teachers in your department you will ask to take your place during your absence.

Selecting the Appropriate Decision-Making Process

Case #3

Setting: Area Vocational Technical School
Your Position: Assistant Principal

For the past six months, you have been supervising 15 men and women bus drivers. You assumed the responsibility after your predecessor resigned because of top-level complaints about routes. Your 15 drivers and vehicles service the entire school district.

Because of increasing fuel costs, the Principal has directed you to review all pick-up/delivery routes. The current routes were established based on a study completed two years ago, and the drivers have been happy with them.

Your drivers have some leeway, and sometimes make adjustments in the routes to accommodate parents (e.g., on bad weather days, and so forth) without your knowledge. But you know the drivers, respect their judgment, and welcome their efforts to be of special help to parents on occasion.

Any changes cannot eliminate stops, but must *reduce* mileage. The minimum mileage routes, which are easily determined by computer, are not always best because of parent preferences for pick-up/delivery times.

You will undoubtedly have some complaints from drivers as a result of any change. Because drivers deliver all over the city, they are difficult to supervise. And, again, they like the present routes.

Selecting the Appropriate Decision-Making Process

Case #4

Setting: Community College
Your Position: Department Head

You are responsible for the safety program in the laboratories in which your instructors teach. Tighter federal laws recently prompted the State Office for Community Colleges to hire a consultant to review the entire safety program for vocational instruction in all of the community colleges in the system. The consultant firm has recommended several changes in the safety program, some of which pose real problems for your department laboratories.

First, your instructors are not very concerned with federal regulations. Second, they have already been forced to make three changes in their safety procedures during the last year. Each time they were resistant. The last time was particularly difficult, because the resistance caused long delays in changing the procedures. Third, the consulting firm's recommendations provide sufficient information about costs and technical considerations for alternative procedures, but they do not state "one best way." You will have to arrive at this. Finally, the federal inspectors will be here three weeks from now to inspect the laboratories. If procedures are not in compliance with the new federal regulations, the college will receive a heavy fine.

Selecting the Appropriate Decision-Making Process

Case #5

Setting: Community College
Your Position: Dean of Instruction

You are in charge of a large curriculum-development project. It is now necessary to estimate your expected rate of progress in order to hire personnel for specific time periods, contract for specialized services needed at different stages of the project, and purchase supplies and materials needed for different parts of the project.

You know each of the steps required to complete the project, and have historical data that enables you to estimate the earliest and latest times at which the personnel, services, supplies, and materials will be needed. It is important that your estimate be reasonably accurate to avoid unnecessary project delays and wasted effort.

Progress on the project has been good to date. The five regular members of your project team are working well and will receive considerable professional recognition if the project is completed successfully.

Selecting the Appropriate Decision-Making Process

Case #6

Setting: Technical College
Your Position: President

You are the new President of Gatesville Technical College, a small rural postsecondary institution that employs about 50 faculty members. Before starting your present position, you served on a visiting committee to conduct the college's five-year evaluation. A chief recommendation of the committee was that the college should develop a salary plan for its nondegreed instructors. You view this as a formidable task because it threatens staff cohesiveness and could slow down integration efforts between vocational and academic instructors. Most of the vocational instructors are nondegreed and feel they should receive credit for work experience on the salary plan. Academic instructors feel that nondegreed instructors are being paid too much and that teachers with college degrees should earn more, regardless of the occupational experience of vocational teachers.

There is no doubt that some salary plan is needed; both sets of teachers as well as the board agreed on that. What process should be used to reach a decision about the nature of the plan?

Selecting the Appropriate Decision-Making Process

Case #7

Setting: Technical Center
Your Position: Director

Since coming to the Technical Center six months ago, you have developed a reasonable picture of the problems that the institution faces. One of the criticisms frequently heard from the school board is that the center has such high achievement standards that it sends students back to their home high schools if they are not high-achievers. Other criticisms are about the center's inflexible attendance policy, which automatically drops students from the program if they are absent more than three times.

You are not sure how your faculty feel about these policies, but you are convinced that the center has to improve its relations with the home high schools or the center will eventually have to close its doors.

Selecting the Appropriate Decision-Making Process

Case #8

Setting: Community College
Your Position: Dean of Instruction

The school is preparing a booklet to describe its various curricula. Each department head has prepared the copy and provided the pictures to be used in the booklet. They are, however, unenthusiastic about the project.

The printer has shown you various type styles that might be used in the booklet. All are acceptable to you. Your only question relates to the special type requirements for the technical tables and graphs in the Department of Electronics materials.

The printer wants a decision in three days.

Selecting the Appropriate Decision-Making Process

Case #9

Setting: Technical College
Your Position: President

A recent update in the technology used at the State Office has required a change in the procedures used by your school to report student registration information. The people at your school who handle student registration and reporting have been a very coherent, highly productive work team, but they are experiencing difficulty with the new system. Errors are occurring, and they are beginning to complain.

System engineers from the State Office have informed you about alternate ways to solve the problem and you feel compelled to take some action before production and morale are damaged further. Unfortunately, the team would probably like to go back to the old procedures, but it is not possible for you to allow that to happen.

Because all of the team members have had experience with the old and new procedures, any of them could probably tell you about some ways to make the new system work.

Selecting the Appropriate Decision-Making Process

Case #10

Setting: Community College
Your Position: President

You are in the process of preparing the annual budget. About $40,000 has been set aside for projects to improve the quality of instruction in the community college. Each department head has been asked to submit her or his ideas for an appropriate project in a one-page proposal. You now have project proposals that request a total of more than $80,000. After reviewing the proposals, you feel that all have merit and that you would have considerable difficulty deciding which ones should be supported.

How should the decision be made?

Out-of-Class Assignment

Selecting the Appropriate Decision-Making Process

Observe (or ask) an administrator-leader and/or a mentor about their five most recent decisions. How were these decisions reached? Who made them? Critique (in writing) the decision-making processes, using the rules contained in the instructor's handout materials.

Learning Experience Guide #23

Improving the Ethical Quality of Organizational Decisions

Purpose	
Participants will learn to apply a set of guidelines and selected ethical values that will help them analyze and improve the ethical quality of organizational decisions.	
Behavioral Objective	
Given:	Decisions that need to be made about the conduct of the organization or any of its work groups.
Behavior:	Apply an appropriate set of guidelines and ethical values to analyze situations and reach decisions.
Standard:	The guidelines and values presented in this learning experience will be properly utilized and the ethical quality of organizational decisions will be improved.

Behavior Detailing

Process (Steps or Actions)*	Knowledge Base
1. Take an ethical stance.	1. Recall the importance of leaders' behaving ethically.
2. Seek information relevant to the decisions to be made.	2. Recall the requirements of a quality decision.**
3. Involve stakeholders as appropriate.	3. Recall the decision characteristics of that determine whether acceptance is needed.**
4. Search for options.	4. Recall the rules for selecting each of the decision-making processes.**
5. Consider the consequences of the options.	5. Review relevant personal and organizational ethical values.
6. Decide whether the options (and consequences) satisfy personnel and organizational ethical standards.	
7. Select an option that will serve as a model for others.	
8. Be ready to defend and accept responsibility for the decision.	
9. Decide whether and how similar situations can be avoided in the future.	

* The steps in the process have been adapted from White-Newman (1990).

** This knowledge base has been covered in the learning experience, "Selecting the Appropriate Decision-Making Process."

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lead participants in a discussion including these questions: a. What does it mean to behave ethically? b. Is it important that leaders use ethical standards in reaching decisions? Why? c. Can a person make unethical decisions and still be a leader?	
	2. Present the purpose and behavioral objective of this learning experience.	Trans.: EQ1.T
Need-To-Know Information	3. Review the *Nine Guidelines for Seeking Ethical Quality in Decisions.*	Handout: EQ1.H
	4. Briefly review the material from the learning experience on "Selecting the Appropriate Decision-Making Process" regarding a. the requirements of a quality decision. b. the characteristics of decisions that determine whether acceptance is needed. c. the rules for selecting each of the decision-making processes. Apply these to standards 2 and 3.	
	5. Have students write down their personal ethical values. Ask students to volunteer their lists until all are recorded on a flip chart. (Indicate the guidelines [#6] where these are applied.)	
	6. Lead a discussion about the organizational ethical values (apart from personal values) that might be relevant to decisions about organizational problems and issues. Introduce the values espoused by this program. (Indicate the guidelines [#6] where these are applied.)	

Lesson Stage	Instructor Actions	Resources
Demonstration	7. Analyze *Ethical Case 1* by applying the nine guidelines. 8. Analyze *Ethical Case 2* by applying the nine guidelines.	Handouts: EQ2.H EQ3.H
Guided Practice	9. Divide the participants into subgroups of four to six persons each. Have a member of each group pose an actual (current or past) organizational problem or issue with ethical implications that requires a decision. Have the group apply the guidelines to formulate a decision that the group believes to be ethically acceptable. 10. Identify two representatives from each subgroup. One representative (spokesperson) will explain the subgroup's problem and its decision to the class. The second representative (from a different group) will question the spokesperson about *why* that particular decision was reached (i.e., force a public justification).	
Unguided Practice	11. Assign the preparation of a paper (five pages or less) in which the participant a. identifies an actual vexing ethical problem in the participant's organization about which a decision was reached. b. states the decision actually reached. c. applies the guidelines to the same problem and reaches an independent decision. d. compares the two decisions and justifies differences that might exist.	Handout: EQ4.H

Lesson Stage	Instructor Actions	Resources
Evaluation	12. Review the paper. Determine if the guidelines were correctly and realistically applied to reach a decision and if differences in the decisions were adequately explained. (Does the participant know how to use the guidelines?)	
Feedback	13. Return the paper with comments. Provide oral feedback to the group to remedy common problems.	
	[Estimated In-Class Time: 3 hours] [Estimated Out-of-Class Time: 4 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	1 transparency (EQ1.T)
Handouts:	*Nine Guidelines for Seeking Ethical Quality in Decisions* (EQ1.H) *Ethical Case 1* (EQ2.H) *Ethical Case 2* (EQ3.H) *Out-of-Class Assignment* : *Improving the Ethical Quality of Organizational Decisions* (EQ4.H)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 transparency (EQ1.T)
1 distribution of handouts (EQ1-4.H)

Supplemental Readings

Andrews, K. R. (Ed.). (1989). *Ethics in practice: Managing the moral corporation.* Boston: Harvard Business School Press.

Mitchell, J. G. (1990). *Re-visioning educational leadership: A phenomenological approach.* New York: Garland.

White-Newman, J. B. (1990). Unpublished materials.

Notes for Presentation of Rationale

A. What does it mean to behave ethically?

1. Dictionary definitions

    a. conforming to moral standards

    b. conforming to the standards of conduct of a given profession

    c. in accordance with the accepted principles of right and wrong governing the conduct of a group.

2. Present the *LAI* definition:

    Ethical: Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny.

B. Is it important for leaders to use ethical guidelines in reaching decisions?

1. **As perceived by the group**. Unless the leader is perceived by the group as making ethical decisions, that is, decisions embodying the ethical (moral) values of the group, she or he cannot retain the trust or respect of the group. If trust and respect are lost, so is leadership.

2. **As perceived by observers outside of the group**. If the ethical values outside of the group are different from those in the group, those outside will perceive the leader's behavior and decisions as unethical, and the leader (and her or his group) as "unacceptable" (but the leader will remain acceptable to the group whose ethical values are being exemplified).

C. Present the Purpose and Behavioral Objective.

Purpose: Participants will learn to apply a set of guidelines and selected ethical values that will help them analyze and improve the ethical quality of organizational decisions.

Given: Decisions that need to be made about the conduct of the organization or any of its work groups.

Behavior: Apply an appropriate set of guidelines and ethical values to analyze situations and reach decisions.

Standard: The guidelines and values presented in this learning experience will be properly utilized, and the ethical quality of organizational decisions will be improved.

Notes for Presentation of Need-To-Know Information

A. The Nine Guidelines for Seeking Ethical Quality in Decisions

1. **Guideline 1:** Use the rationale for this lesson to help explain the importance of "thinking about ethical implications" before making decisions.

2. **Guidelines 2 and 3:** Review the material on quality, acceptability, and *Ten Rules for Selecting a Process* contained in the learning experience on "Selecting the Appropriate Decision-Making Process." That material explains why it is necessary to seek information (to improve quality), when to involve others (as needed to achieve acceptability), and how to involve others (the proper decision-making process to use).

3. **Guideline 4:** Searching for options is inherent in the information-seeking/opinion gathering step essential to making a quality decision. The critical feature of this standard is the willingness of the leader to keep an open mind, to be adaptable, and to be responsive to new ideas. ("Adaptable, open to change" has been found by researchers to be one of the most important leader attributes.)

4. **Guideline 5:** Consider the implications of each option for the stakeholders in the situation (individuals and the organization). In light of the needs and values of the stakeholders, what will each gain or lose?

5. **Guideline 6:** Review your own ethical values and the values of the organization. Which are relevant? Which are core? Which options best reflect the core values? Which decision best balances competing values? Does any decision provide a win-win situation? (Standards 5 and 6 represent the heart of improving the ethical quality of decisions.)

6 **Guidelines 7 and 8:** These standards are a way of checking on the ethical quality of a tentative decision the leader has made as a result of applying standards 1-6. Review the process used to reach a decision. Is it exemplary? Are you willing to justify the decision publicly?

7. **Guideline 9:** How can similar problems be avoided? Are there policies or processes that can be revised or put in place that will prevent recurrence?

B. Air Participants' Ideas About Personal Ethical Values

C. Ideas for Discussion About Organizational Ethical Values

1. The following are ethical values inherent in this leadership development program:

   a. Power should be used to empower rather than control.
   b. Leaders should persuade rather than impose ideas.
   c. Debate should be encouraged and conflict permitted rather than repressed.

2. Certain ethical values relevant to organizational decisions are made explicit by some of the 37 leader attributes.

   a. *Accountable.* Holds self answerable for work and willingly admits mistakes.

   b. *Committed to the common good.* Works to benefit the entire organization, not just self.

   c. *Adaptable, open to change.* Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to modify plans.

   d. *Ethical.* Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny.

   e. *Sensitivity, respect.* Shows genuine concern for the feelings of others and regard for them as individuals.

   f. *Team-building.* Facilitates the development of cohesiveness and cooperation among people at work.

   g. *Ideological beliefs are appropriate to the group.* Models and demonstrates belief in the basic values of the organization.

Notes For Discussing Ethical Cases

A. Case 1

1. **Guidelines 2 and 3 (Information and Stakeholders).** Director does need more information (e.g., what is an accurate placement figure?). What facts are available to demonstrate the potential of the program? The program head and faculty are key sources of information. They should be involved in the decision, but not make it.

2. **Guideline 4 (Options)**

    a. Ignore the questionable accuracy of the figure and forward it to the state agency.

    b. Revise the placement figures (using whatever information the Director has) and forward the figure to the state agency.

    c. Meet with the program head to check the data.

        (1) If they are indeed as accurate as possible, submit them to the state.

        (2) If they are not accurate,

            (a) submit them to the state anyway.

            (b) have the program head revise the figures and submit them to the state.

            (c) have the director revise the figures and submits them to the state

                - with no discussion with program staff.
                - after meeting with program staff.

    d. Meet with program staff and let them decide what to do.

3. **Guideline 5 (Consequences)**

    a. Program head needs to continue to "live with" the faculty.

    b. Program staff face possible program phase-out resulting in either

        (1) transfer to another program (not qualified).

        (2) a move to another location (no other programs like it in the state).

        (3) loss of job. Their welfare must be considered.

    c. Director's stake is in relationship with the state agency (credibility), the program staff (working relationships), and the rest of the school faculty (encouraging deceitful behavior).

d. Students and employees interested in the program may not have it available to them.

e. State agency is concerned with the equitable, fair application of its policy and the efficient use of available funds across the state (and in your school).

4. **Guideline 6 (Ethical values)**

a. Do the ends (keeping the program) justify the means (lying about placement)?

b. The director's short-term comfort level (preserving relationships) versus the leader's task to improve the ethical behavior of the group (responsibility).

c. The personal welfare of the program staff (compassion) versus the good of the system (justice).

5. **Guidelines 7 and 8 (Process to use and decision to be responsible for).** Director to meet with the program head to check the accuracy of the placement figure. If it is not accurate, meet with the program staff to confirm the more accurate (revised) figure developed with the program head, and put together arguments for continuing the program despite the current low placement. Director makes it clear, however, that the decision about what to do will remain with her or him, and that her or his intention is to submit the most accurate placement figure available, but accompany it with an argument not to phase out the program because of its potential.

6. **Guideline 9 (Remediation).** Revise the data collection process and/or require better evidence to support the placement figure.

B. Case 2

1. **Guideline 1 (Ethical stance).** The assistance offered is for a good cause, but the money is "tainted" by its source (especially in the eyes of medical educators who are concerned about the health problems caused by the use of tobacco).

2. **Guideline 2 (Seek information).** More information is needed about the motivation behind the gift, that is, whether the donation will be used to promote the company, other terms and conditions of the gift, and necessary steps to secure the gift.

3. **Guideline 3 (Stakeholders)**

a. You (as head of the health services program) do *not* have the authority to accept funds (or reject them) on behalf of the whole school. You and your faculty, however, do have a special interest in the decision.

b. The school director is your immediate supervisor. She or he is concerned (at least) because of the equipment funds that the school can save.

c. The Board is a stakeholder. Only the Board is legally authorized to accept gifts on behalf of the school.

d. The faculty of the school are stakeholders. It is their children who will use the facility.

e. The students are stakeholders because their children will use the facility.

4. **Guideline 4 (Options)**

a. Tell no one at school, but tell your friend that the school is not interested (on some pretext).

b. Work with your friend to gather more information about the possible gift.

c. Go to your director; ask her or him to work with you (or authorize you) to get more information; or argue that the offer should be rejected out-of-hand.

d. Go directly to the Board; ask the Board to authorize you to get more information; or argue that the offer should be rejected immediately.

e. If (and when) more information has been obtained; argue that you should make the decision, or the director or the Board should make the decision, or the faculty and students should be allowed to make the decision.

5. **Guideline 5 (Consequences)**

a. In Option 1, you will be risking your friendship and your credibility at school.

b. In Option 2, you may be misleading your friend about your authority if you pursue the information collection in too much detail.

c. Going to the director is the safe way (following channels).

d. Going directly to the Board (around the director) is almost never a good idea.

e. Making the decision yourself (either before or after gathering information) assumes that the decision is rightfully yours to make—that it is your legal and/or moral responsibility. The Board has the legal authority, but the faculty and students are also directly involved as the ultimate users of the gift.

6. **Guideline 6 (Ethical values)**

a. Should you presume to act on your own authority and make a decision?

b. What is the ethical balance among the financial saving resulting from the gift, the motivation of the tobacco company in giving it, and the "tainted" source of the funds?

c. Should the faculty and students participate in the decision?

7. **Guidelines 7 and 8 (Process to use and decision to be responsible for)**

a. Go to your director and ask her or him to work with you (or authorize you) to get more information.

b. Argue with the director and Board that this is an ethical decision in which the faculty and students should participate. (Their ethical values are as important to consider as yours, the director's, and the Board's. It is *not* a question of whether or not there will be any equipment, as the Board has already agreed to establish the center.)

c. Given additional information by the tobacco company, you can decide what you will personally advocate.

8. **Guideline 9 (Remediation)**

It is not likely that this will be a recurring situation.

Improving the Ethical Quality of Organizational Decisions

Purpose: Participants will learn to apply a set of guidelines and selected ethical values that will help them analyze and improve the ethical quality of organizational decisions.

Behavioral Objective:

Given: Decisions that need to be made about the conduct of the organization or any of its work groups.

Behavior: Apply an appropriate set of guidelines and ethical values to analyze situations and reach decisions.

Standard: The guidelines and values presented in this learning experience will be properly utilized and the ethical quality of organizational decisions will be improved.

Nine Guidelines for Seeking Ethical Quality in Decisions*

Guideline 1: Take an ethical stance.
Have you asked about the ethical issues and implications of this situation? Are you concerned about taking an ethical stance?

Guideline 2: Seek information.
Have you obtained as much relevant information as is needed to make a quality decision?

Guideline 3: Involve stakeholders.
Have you involved or taken into consideration the perspective of primary stakeholders? Will the decision be implemented by the group?

Guideline 4: Search for options.
Have you generated and investigated many options? Are you being creative, open to new ideas, and responsive?

Guideline 5: Consider the consequences.
Have you considered the consequences, both short-term and long-term, both positive and negative, of the options on those who will be significantly affected by it?

Guideline 6: Uphold the ethical values.
Do the options uphold your personal and the organization's core ethical values? Which ones do?

Guideline 7: Set an example.
Would you want others to follow your example of the process used and the decision you made?

Guideline 8: Assume disclosure and accept responsibility.
Will you feel good about the decision? Will you be positively regarded by significant others when the details of the decision become public? Are you willing to publicly accept responsibility for the decision?

Guideline 9: Prevent repetition if possible.
Decide whether and how similar situations can be avoided in the future.

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*Adapted with permission from J. B. White-Newman (1990).

Ethical Case 1

The state vocational agency requires an annual report from each vocational program giving the percent of graduates who were employed in occupations directly related to the program within six months after graduation. Programs with less than 50% directly related placement in any one year are placed on probation. Programs with less than 50% directly related placement in two consecutive years are to be considered for phase-out by the state agency.

As the school director, you become aware that the placement figure given to you by the head of one of your programs (already on probation) is greatly inflated. You have overheard the program head and a couple of her teachers discussing the placement figure, admitting to themselves that the numbers of graduates actually placed and the relatedness of the placement were exaggerated.

You believe the program has potential for growth.

What do you do?

Why?

Ethical Case 2

You are in-charge of two-year associate degree programs to prepare health service workers (e.g., nurses, medical technicians). You have been approached by a friend who heads the public relations office of a major tobacco product manufacturer. Your friend has told you that his firm is looking to do some "good works," and he is sure that it will be willing to provide funds to equip the new day care center that your technical college is establishing for children of faculty and students.

What do you do?

Why?

Out-of-Class Assignment

Improving the Ethical Quality of Organizational Decisions

Prepare a paper (five pages or less) in which you do the following:

1. Identify an actual vexing ethical problem in your organization about which a decision was reached.
2. State the decision actually reached.
3. Apply the guidelines to the same problem and reach an independent decision.
4. Compare the two decisions and justify any differences between them.

Adapted with permission from an interview schedule used by George Shapiro, Professor, (1993) Department of Speech Communication, University of Minnesota.

Learning Experience Guide #24

Facilitating Meetings

Purpose	
Participants will learn how to facilitate meetings and, concomitantly, will improve their skills at decision-making, motivating others, risk-taking, and team-building.	

Behavioral Objective	
Given:	A situation appropriate to the use of a meeting.
Behavior:	Utilize the collective knowledge and abilities of the group to attain the objective(s) of the meeting.
Standard:	The meeting will be effective and efficient. The group will be motivated to implement the outcome(s) and will have improved its capacity to work as a team.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Prepare for the meeting. 2. Start the meeting. 3. Facilitate the discussion. 4. Reach conclusions. 5. Summarize, record, and follow-up.	1. Recall the primary and concomitant reasons for having a meeting. 2. Recall the kinds of things that need to be done to prepare for a meeting. 3. Recall the proper way to start a meeting. 4. Recall the leader behaviors that facilitate the discussion. 5. Describe four techniques for generating ideas in a group. 6. State what is meant by consensus and one technique for achieving it. 7. Recall how meetings should be ended.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lead a discussion about the primary reasons for holding meetings, and the desired concomitant outcomes. 2. Present the purpose and behavioral objective of this learning experience.	Trans.: FM1.T
Need-To-Know Information	3. Present a lecture about a. preparing for meetings. b. starting a meeting. c. facilitating the discussion. d. techniques for generating ideas. e. reaching conclusions. f. summarizing, reporting, and following-up.	Trans.: FM2.T Handouts: FM1.H FM2.H
Demonstration	4. Show videotape.	Video: *Meetings, Bloody Meetings* (1993)
Guided Practice	5. Form small groups (five to six members). Direct each group to critique the last several meetings attended using the "Meeting Checklist." Each group will report to the assembled participants. The instructor will summarize.	
Unguided Practice	6. Participants will be assigned to a. lead at least one meeting at which members solve a problem or reach a decision. b. have either an experienced observer or at least three persons who attended the meeting critique the conduct of the meeting. (The "Meeting Checklist" may be used for the critique.)	Handout: FM3.H
Evaluation	7. Review the critiques for their consistency with the "Meeting Checklist."	
Feedback	8. Comment in writing on each critique.	
	[Estimated In-Class Time: 2 hours] [Estimated Out-of-Class Time: 4 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 2 transparencies (FM1-2.T)

Handouts: *Meeting Checklist* (FM1.H)
Techniques for Generating Ideas (FM2.H)
Out-of-Class Assignment: Facilitating Meetings (FM3.H)

B. Materials to be secured by the client

Meetings, Bloody Meetings (Video). (1993, revised). Chicago: Video Arts, Inc. [Secure from Video Arts, Inc., Northbrook Technical Center, 4088 Commercial Ave., Northbrook, IL 60062, (800) 553-0091. Purchase price is $870.00. ($250.00 for 5 business days rental).]

-or-

Be Prepared for Meetings (Video). (1991). San Francisco: Kantola Productions. [Secure from Kantola Productions, 152 17th Avenue, San Francisco, CA 94121, (415) 752-9897. Purchase price is $79.00.]

C. Equipment needed

Overhead projector
Blackboard or flipchart
VCR and monitor

D. Material preparation

1 set of transparencies (FM1-2.T)
1 distribution of handouts (FM1-3.H)

Supplemental Readings

Be prepared for meetings (Video). (1991). San Francisco: Kantola Productions.

Davis, B. L., Skube, C. J., Hellervik, L. W., Gebelein, S. H., & Sheard, J. L. (1992). *Successful manager's handbook: Development suggestions for today's managers* (2nd ed.). Minneapolis: Personnel Decisions, Inc.

Hemingway, J. (1994, revised). *More bloody meetings: The human side of meetings* (Video). Chicago: Video Arts, Inc.

Leatherman, R. W. (1992). *Quality leadership through empowerment: Standards of leadership behavior.* Amherst, MA: Human Resource Development Press.

Meetings, bloody meetings (Video). (1993, revised). Chicago: Video Arts, Inc.

Smith, S. C., & Piele, P. K. (Eds.). (1989). *School leadership: Handbook for excellence* (2nd ed.). Salem: University of Oregon.

Notes for Presentation of Rationale

A. Reasons for Having Meetings

1. Meetings vary greatly in size, kind, and purpose, from major public gatherings to work groups of three people. This learning experience will be concerned with meetings of the "committee" type, including from approximately four to twelve persons.

2. Meetings are expensive. Compared with preparing a 15-page report, a two-hour meeting of nine persons to cover the same topic costs about 1.5 times as much. Compared with four individual consultations, the meeting costs 2.2 times as much (Smith & Piele, 1989). There should be a good reason(s) for having a meeting!

3. Lead a discussion about the reasons for having meetings. Primary reasons include

   a. to give or receive information (when immediate reaction or feedback is desired).

   b. to make a decision (when group involvement is desirable).

   c. to define, analyze, or solve a problem (taking advantage of the collective wisdom of the group).

   d. to express feelings (rap-session).

   e. to resolve conflict (through arbitration, mediation, or negotiation).

4. Important concomitant outcomes include

   a. team-building (improves the ability of the group to work together productively).

   b. satisfies social needs (increases attachment to the organization and a sense of belonging).

   c. helps individuals understand the collective aim of the organization/group and the way members of the group contribute to it.

   d. provides an opportunity for the leader to demonstrate leadership (exposes the leader to the group).

B. Present the Purpose and Behavioral Objective.

Purpose: Participants will learn how to facilitate meetings and, concomitantly, will improve their skills at decision-making, motivating others, risk-taking, and team-building.

Given: A situation appropriate to the use of a meeting.

Behavior: Utilize the collective knowledge and abilities of the group to attain the objective(s) of the meeting.

Standard: The meeting will be effective and efficient. The group will be motivated to implement the outcome(s) and will have improved its capacity to work as a team.

Notes for Presentation of Need-To-Know Information

A. ***Steps in Planning and Conducting Meetings.*** There are five steps in the process, as follow: (1) prepare for the meeting; (2) start the meeting; (3) facilitate the discussion; (4) reach conclusions; (5) summarize, record, and follow-up.

1. Prepare for the meeting.

    a. Have one or more objective(s) clearly in mind. The nature and importance of the objective(s) should justify holding a meeting. Be able to communicate the objective(s) clearly in one or two sentences.

    b. Given the objective(s) of the meeting, decide who should be invited:

        (1) Those most affected.

        (2) Those who must give or receive information.

        (3) Those whose presence is desirable or necessary for decision-making or problem-solving.

    Between four to twelve people are generally considered a reasonable group size. The smaller size is prone to make biased decisions, whereas the larger size makes it more difficult to focus on the topic.

    c. Plan the meeting. Given the meeting objective(s), decide what is to be done to attain the objective(s), how it will be done, who will do it, and how much time each step should take. The plan should reflect some systematic process to help the group focus on the objective(s) and make progress toward it (them) in some orderly fashion. For example, a problem-solving meeting might be broken down into the following four steps:

        (1) Define and limit the problem.

        (2) Determine the nature of the problem and its causes.

        (3) Establish and rank the criteria for solutions.

        (4) Evaluate and select solutions.

    Meetings are not likely to remain productive after two hours. If they must be held for longer periods, plan for breaks.

    d. Prepare a written agenda. The agenda reflects how you have planned the meeting. In addition to the meeting date, starting and ending times, and the place where the meeting will be held, the agenda should contain a brief description of each topic (item), the objective desired for each item (decision, discussion, information), the name of the person responsible for each item (the person who will introduce the topic), and an estimate of the time allowed for each item.

   e. Prepare supporting materials, visual aids, and so forth, that will be needed before and at the meeting. Certain individuals may need to be notified that they should bring records or other items to the meeting.

   f. Send out the agenda, together with the supporting materials that are to be reviewed in advance of the meeting.

   g. Arrange for the appropriate facilities and equipment (e.g., flipchart, magic markers, chalk, chalkboard, and overhead projector). See to it that the room will be arranged to suit the meeting purposes and that there will be sufficient chairs (e.g., arrange the chairs in a circle, a U-shape, or theater style).

   h. Appoint a recorder in advance of the meeting, and arrange for meeting minutes.

2. Start the meeting.

   a. Be there early. Make sure that everyone knows each other and that the atmosphere created is informal and relaxed.

   b. Start on time.

   c. It is often desirable for the leader to start with an "attention-getter," so as to capture and focus the group's attention, followed by a brief welcome.

   d. The leader then provides some background to justify the meeting and its purpose(s), followed by a statement of the meeting objective(s).

   e. Answer questions about the agenda topics, sequence, procedure, and so on (and revise if desirable).

   f. The leader (or person assigned) then introduces each agenda item in turn, presents a brief (factual) account of the situation and why the item is on the agenda, and states the procedure to be followed and what is to be accomplished.

3. Facilitate the discussion.

   a. Up to this point in the learning experience, the focus has been on the task-oriented activities of the leader—*what* he or she needs to do. But the leader also has a set of people-oriented tasks during the conduct of a meeting—*how* he or she handles the meeting. This is the leader's facilitative role. The content of the meeting, what it is about, and the topics treated serve as the primary purposes for having the meeting (e.g., decision-making, problem-solving). But how the leader behaves (particularly during the discussion) is critical to achieving not only the substantive goals of the meeting but its desired concomitant outcomes as well (e.g., team-building and satisfying the social needs of group members).

   b. Some leader behaviors that help achieve the desired concomitant outcomes are as follows:

(1) Encourage everyone to participate. Prevent individuals from monopolizing the discussion; protect minority views; recognize all contributions as positive; direct questions back to the group.

(2) Be an active listener. Draw out ideas; talk little and reserve judgment; ask clarifying questions; test the group's understanding.

(3) Keep the discussion on track. Minimize digressions; divert side conversations.

(4) Handle personal conflicts. Stick to the facts; don't take sides; bring others into the discussion.

c. Assist the group in generating ideas by using such techniques as brainstorming, brainwriting, nominal group, and suggestion circles.

4. Reach conclusions.

a. Just before the time allotted to an agenda item is over (or earlier if the leader feels that the group has accomplished the purpose of the item), the leader should summarize the discussion and test the degree of agreement among the group members.

(1) In some instances, the discussion will have implied that the group is in unanimous (or near unanimous) agreement on a conclusion; the leader should state this as her or his understanding before moving to the next item on the agenda ("I take it that we agree . . .").

(2) In other instances, there is not unanimity of agreement, and the leader should strive for consensus. Consensus means that group members are willing to support a decision/solution—not that all members agree that it's the best possible decision/solution. Reaching consensus usually produces more agreement among members than traditional voting does—which ends up with winners and losers.

b. One technique for reaching consensus is called *consensus management* (Leatherman, 1992). It is especially useful when there are more than two possible outcomes from which to choose (e.g., which problem the group should address, which solution/decision to choose, which steps to use in a plan). The steps are as follows:

(1) Brainstorm a list of solutions, decisions, steps, and so on, and list them on a flip chart or chalkboard. *Do not allow discussion.*

(2) Ask if any items on the list can be combined or eliminated.

(3) Invite each person to explain *briefly* the reasons for her or his suggestions.

(4) Request each group member to choose three items and to assign three points to the first choice; two points to the second choice, and one point to the third choice.

    (5) Call on each group member and record the values assigned to each item.

    (6) Add up the total score for each item and announce the group's selection.

5. Summarize, record, and follow-up.

   a. Make sure that all group members understand the outcome(s) of the meeting and its (their) relationship to the meeting objective(s).

   b. Establish the next meeting date (if called for).

   c. Thank the group. (Try to end on a positive note.)

   d. Check with the recorder to see if he or she has questions about

      (1) group decision on each item.

      (2) future steps to be taken.

      (3) assigned responsibilities. (Remember that memories are short and written accounts are needed.)

   e. Follow-up on

      (1) distribution of minutes.

      (2) steps to be taken.

      (3) assigned responsibilities.

Facilitating Meetings

Purpose: Participants will learn how to facilitate meetings and, concomitantly, will improve their skills at decision-making, motivating others, risk-taking, and team-building.

Behavioral Objective

Given: A situation appropriate to the use of a meeting.

Behavior: Utilize the collective knowledge and abilities of the group to attain the objective(s) of the meeting.

Standard: The meeting will be effective and efficient. The group will be motivated to implement the outcome(s) and will have improved its capacity to work as a team.

Steps in Planning and Conducting Meetings

- Prepare for the meeting.
- Start the meeting.
- Facilitate the discussion.
- Reach conclusions.
- Summarize, record, and follow-up.

Meeting Checklist

Item	Yes-No N/A	Comments
Prepare for the Meeting		
1. Have the purpose(s) clearly in mind.		
2. Decide who should be invited.		
3. Plan the meeting.		
4. Prepare a written agenda.		
5. Prepare supporting materials and visuals.		
6. Send out the invitations, agenda, and materials.		
7. Arrange for facilities and equipment.		
8. Arrange for a recorder.		
Start the Meeting		
9. Arrive early.		
10. Introduce group members.		
11. Start on time.		
12. Begin with an attention-getter.		
13. Provide background and state meeting objective(s).		
14. Review the agenda. Answer questions and revise as needed.		
Facilitate the Discussion		
15. Encourage participation.		
16. Use active listening.		
17. Keep the discussion on track.		
18. Handle personal conflicts.		
19. Use techniques that generate ideas.		
Reach Conclusions		
20. Summarize the discussion.		
21. Test agreement.		
22. Try to reach consensus.		
Summarize, Record, and Follow-up		
23. Review progress toward achieving meeting objective(s).		
24. Establish the next meeting date.		
25. Check with the recorder.		
26. Follow-up on minutes and agreed-upon activities.		

Techniques for Generating Ideas

A. Brainstorming

1. Solicit ideas from the group and write them (exactly as given) on a flipchart or chalkboard.
2. Do not permit judgmental statements about ideas. Strive for quantity, not quality.
3. Encourage *piggy-backing* on ideas (don't be afraid to expand).

B. Brainwriting

1. Distribute sheets of 8 ½" X 11" paper with lines that divide the sheet into nine rectangles.
2. Each group member writes an idea in one of the nine rectangles and places the sheet in a common pile.
3. Each group member then selects a sheet from the common pile (not the same sheet he or she returned to the pile), writes a second idea in one of the blank rectangles, and returns the sheet to the common pile.
4. Keep up this process until all of the group members have exhausted their ideas.

C. Nominal Group Technique (see also "Consensus Management")

1. Have each group member write down as many ideas as he or she can think of in five minutes.
2. Solicit one idea from each group member and list it on the chalkboard or flip chart. No criticism of the idea is permitted.
3. Continue to solicit ideas, one at a time, from group members until all the ideas have been recorded.
4. Review each listed idea for clarification.
5. Have each group member identify the best two or three ideas.
6. Tally the preferences and assign a priority.

D. Suggestion Circle

1. Have group members sit in a circle.
2. Appoint a recorder to list all of the suggestions that will be given.
3. Ask the person with the problem not to comment about any of the suggestions that will be given.
4. Ask the person who has the problem to state it clearly and concisely.
5. The group may ask clarifying questions only.
6. Ask each group member to think of his or her *best* solution to the problem and to present it in one or two sentences. Go around the circle at least once. Do not permit evaluative comments.
7. When everyone has given their suggestions, the written list of suggestions is given to the person with the problem.

Out-of-Class Assignment

Facilitating Meetings

Lead at least one meeting at which members solve a problem or reach a decision. Have either an experienced observer or at least three persons who attended the meeting critique the conduct of the meeting.

The *Meeting Checklist* may be used as the basis for the critique.

Learning Experience Guide #25

Selecting Leadership Styles

Purpose
Participants will be able to select the leadership style best suited to the developmental level of each member of the group.

Behavioral Objective	
Given:	Tasks and responsibilities that have been assigned to members of the organization.
Behavior:	Select the proper leadership (supervisory) style to use with each member of the group for each task.
Standard:	The leadership style selected will be appropriate to the developmental level of each group member (per Hersey and Blanchard's [1988] theory of situational leadership).

Behavior Detailing

Process (Steps or Actions)	**Knowledge Base**
1. Assess each group member's job-readiness in relation to the task to be performed. 2. Determine the group member's psychological readiness to perform the task. 3. Select the appropriate leadership (supervisory) style to use with the group member for the task. 4. Increase the developmental level of group members.	1. Recall the definitions of the two basic types of leader behavior (task and relational), and distinguish between them. 2. Recall the definitions of the concept of developmental level (readiness) and its two component parts: ability and willingness. 3. Recall the relationships between the group member's readiness level and the amount of leader task behavior that is appropriate. 4. Describe the four types of leadership (supervisory) styles (each representing a typical mix of task and relational behaviors) that are appropriate for the four stages of group-member readiness. 5. Describe two techniques for increasing a group member's developmental level.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Describe what is meant by *leadership style*. 2. Lead a brief discussion about the importance of *leadership style*. 3. Present the purpose and behavioral objective of this learning experience. 4. Administer the *LEAD Self* instrument. Have participants score the instrument; explain the concepts of primary style, secondary style, style range, and style adaptability.	Trans.: LS1.T *LEAD Self* LEAD *Directions for Self-scoring Analysis*
Need-To-Know Information	5. Present a lecture on the Hersey-Blanchard (1988) theory of situational leadership, covering a. two types of leader behaviors (task and relational). b. concept of task-related developmental level (job and psychological readiness). c. the four leadership styles that are appropriate for the four developmental levels. d. specific leader behaviors that are consistent with leader styles. e. means for improving developmental level.	Trans.: LS2-3.T *Situational Leadership: A Summary*
Demonstration	6. Demonstrate the following steps in selecting the proper leadership style: a. Diagnose the task and psychological readiness (willingness). b. Select a high probability leadership style. c. Identify the appropriate types of behavior to be used with the style. 7. Direct participants to carry out the *LEAD Self* situations game (or situations created by the facilitator).	*LEAD Self* situations
Guided Practice	8. Form teams of two or three participants each. Two teams compete at playing the *Situational Leadership Simulator*. 9. Conduct a postsimulation discussion and analysis.	*Situational Leadership Simulator* games

Lesson Stage	Instructor Actions	Resources
Unguided Practice	10. Assign the following out-of-class assignment. Observe an administrator supervising individuals at various readiness levels. Prepare a critique of his or her leadership styles in at least five situations, using the Hersey-Blanchard (1988) theory as a model.	Handout: LS1.H
Evaluation	11. Critique each participant's report, using consistency with the Hersey-Blanchard model as the criterion.	
Feedback	12. Comment in writing on each report and hand them back to participants. Provide verbal feedback to the group to remedy common errors.	
	[Estimated In-Class Time: 3 hours] [Estimated Out-of-Class Time: 5 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	3 transparencies (LS1-3.T)
Handout:	*Out-of-Class Assignment: Selecting Leadership Styles* (LS1.H)

B. Materials to be secured by the client

1. *LEAD Self*, one for each participant. Cost is $ .95* per instrument.
2. *LEAD Directions for Self-Scoring and Analysis*, one for each participant. Cost is $ .95* per copy.
3. *Situational Leadership: A Summary*, one for each participant. Cost is $ .95* per copy.
4. *Situational Leadership Simulator*, one for each four to six participants. Cost is $.95* per simulator.

Secure all four from Pfeiffer & Company, 8517 Production Avenue, San Diego, CA 92121, (619) 578-5500.

C. Equipment needed

Overhead projector

D. Material preparation

3 transparencies (LS1-3.T)
1 distribution of handout (LS1.H)

Supplemental Readings

Hersey, P. W., & Blanchard, K. H. (1988). *Management of organizational behavior: Utilizing human resources* (5th ed.). Englewood Cliffs, NJ: Prentice Hall.

Yukl, G. A. (1989). *Leadership in organizations* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

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* Educational discount price.

Notes for Presentation of Rationale

A. Importance of Topic

1. For the purposes of this program, *leadership style* means the type of behaviors the leader uses when supervising the activities of the members of the group/ organization.

2. Sample questions: In what ways do you see the leader's supervisory style affecting the performance of the group? Why is *leadership style* important?

3. Present the Purpose and Behavioral Objective.

Purpose:	Participants will be able to select the leadership style best suited to the developmental level of each member of the group.
Given:	Tasks and responsibilities that have been assigned to members of the organization.
Behavior:	Select the proper leadership (supervisory) style to use with each member of the group for each task.
Standard:	The leadership style selected will be appropriate to the developmental level of each group member, per Hersey and Blanchard's (1988) theory of situational leadership.

B. *LEAD Self*

1. Distribute and have participants complete the *LEAD Self* instrument.

2. Distribute the *Lead Directions for Self-Scoring and Analysis* and explain

   a. the scoring procedure.

   b. how to determine the leadership style profile and what primary style, secondary style, and style range are.

   c. how to determine style adaptability.

Notes for Presentation of Need-To-Know Information

A. Hersey and Blanchard (1988) Theory: A Caveat

1. It is not a validated theory.
   Some theorists raise conceptual challenges about its oversimplification. Also, the research results about its validity (e.g., effect on performance) are mixed.

2. It is a useful theory for our program purposes.

   a. This program uses the theory only to apply to *supervisory* behaviors, not all leadership behaviors; the theory is useful in this limited context.

   b. The authors of the program accept the assumptions upon which the theory rests.

      (1) There is no single, perfect leadership (supervisory) style.

      (2) Different situations require different leadership styles.

      (3) The most effective leaders are those who can vary their style to fit the situation. (We add the assumption that, although individuals usually have a *tendency* to use a certain style, they can learn how to use other styles and when to use them.)

B. Hersey and Blanchard (1988) Theory

1. Task Behavior and Relationship Behavior

   For decades, research has used *task* and *relationship* as two major categories of leader behavior.

   a. *Task behavior* is the extent to which a leader engages in one-way communication by explaining what a group member is to do, as well as when, where, and how the task is to be done.

   b. *Relationship behavior* is the extent to which the leader engages in two-way communication by providing socioemotional support, *psychological strokes*, and facilitative behaviors.

   These two types of behaviors can be thought of as independent. That is, leaders engage in various mixes of the two types. Transparency LS2.T shows the two types as two axes. By dividing each axis in half, the following four basic leader behavior styles are depicted: (1) high task/low relationship; (2) high task/high relationship; (3) high relationship/low task; and (4) low relationship/low task.

2. Level of Readiness (Level of Development or Maturity Level)

   a. Readiness is defined as the ability and the willingness of a group member to take responsibility for directing his or her own behavior on a particular task or responsibility.

b. Ability and willingness are separate factors (e.g., a group member may be unable to perform a task, but willing to try).

c. Although ability and willingness actually exist on continua, for the sake of simplicity, it is possible to create the following four categories of readiness:

(1) unable and unwilling *or* insecure

(2) unable but willing *or* confident

(3) able but unwilling *or* insecure

(4) able and willing *or* confident

d. The level of readiness of a group member may well vary from task to task. For example, on a new task the level of readiness would probably be unable but willing (to learn); on a task that has been performed successfully a number of times, the level of readiness would probably be able and confident.

3. Group Member Readiness and Leadership Style

a. As the group member increases his or her ability to perform the task, the leader should reduce the amount of task (directional) behavior and increase the relational (supportive) behavior.

b. When the group member reaches an above-average level of ability to perform the task *and* is willing or confident, then the relational behavior (supportive) can be decreased. The group member is self-motivated by him or her own reinforcement and a great deal of support by the leader is no longer needed. At this level of readiness, group members see a reduction of close supervision and an increase in delegation by the leader as an indication of trust and confidence.

c. This cycle can be illustrated by a bell-shaped curve (shown on transparency LS3.T) superimposed on the four basic leadership styles.

d. The following are the four leadership (supervisory) styles:

(1) S1=Telling (high task/low relational)

(2) S2=Selling or Coaching (high task/high relationship)

(3) S3=Supportive or Participative (low task/high relationship)

(4) S4=Delegating (low task/low relationship)

4. Determining the Appropriate Leadership Style

a. Determine the readiness level of the group member in relation to the task at hand.

b. Locate the readiness level on the group member readiness scale in transparency LS3.T.

c. Imagine a vertical line rising from the readiness scale until it intersects the bell-shaped curve. The place of intersection (the quadrant) suggests the appropriate supervisory style for the leader to use.

d. The *telling style* is typically used when the task will be done poorly without close supervision, when group members are reluctant to do the task, or when work methods or technology have changed.

e. *Selling or coaching style* is used when improved performance is needed, or when group members are willing but moderately skilled.

f. *Supportive or participative style* is often used when the confidence of group members needs building, or when encouraging greater independence of group members is needed.

g. *Delegating style* is used when group members have a desire to excel, understand the kinds of outcomes and level of standards the leader desires, and are willing to accept responsibility.

5. Leader Behaviors Consistent with Styles

a. *Telling style.* Leader takes a major role in deciding what, when, and how task is to be done—teaching and monitoring skill development.

b. *Selling or coaching style.* Leader explains, sets goals, assists, and rewards performance.

c. *Supportive or participative style.* Leader lets members plan and make decisions; he or she consults, encourages, spreads hope, rewards achievement, listens, facilitates, and is appreciative.

d. *Delegating style.* Leader sets overall goals, assigns areas of responsibility, provides resources as needed, and lets work outcomes be source of rewards.

6. Improving Readiness Levels

a. *Developmental interventions.* Gradually relax the amount of task direction and increase the amount of relationship support. If performance is successful, reinforce immediately with praise.

b. *Contingency contracting.* Negotiate an agreement regarding task objectives, group member responsibilities, and leader role.

c. *Regression.* If group member readiness should regress (e.g., as a result of personal tragedy), the leader should provide closer supervision and a development intervention.

7. *Situational Leadership: A Summary.* This handout summarizes the foregoing presentation.

Selecting Leadership Styles

Purpose: Participants will be able to select the leadership style best suited to the developmental level of each member of the group.

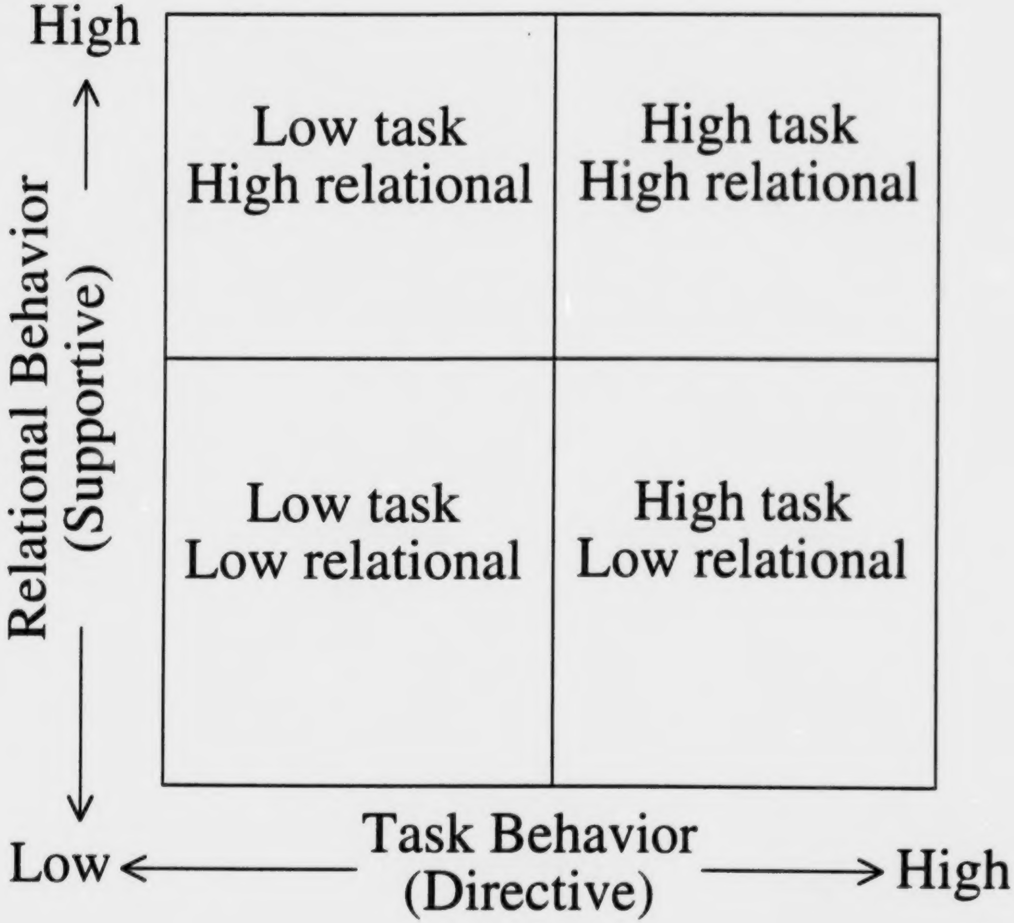
Behavioral Objective:

Given: Tasks and responsibilities that have been assigned to members of the organization.

Behavior: Select the proper leadership (supervisory) style to use with each member of the group for each task.

Standard: The leadership style selected will be appropriate to the developmental level of each group member (per Hersey and Blanchard's [1988] theory of situational leadership).

Four Basic Leader Behavior Styles



High

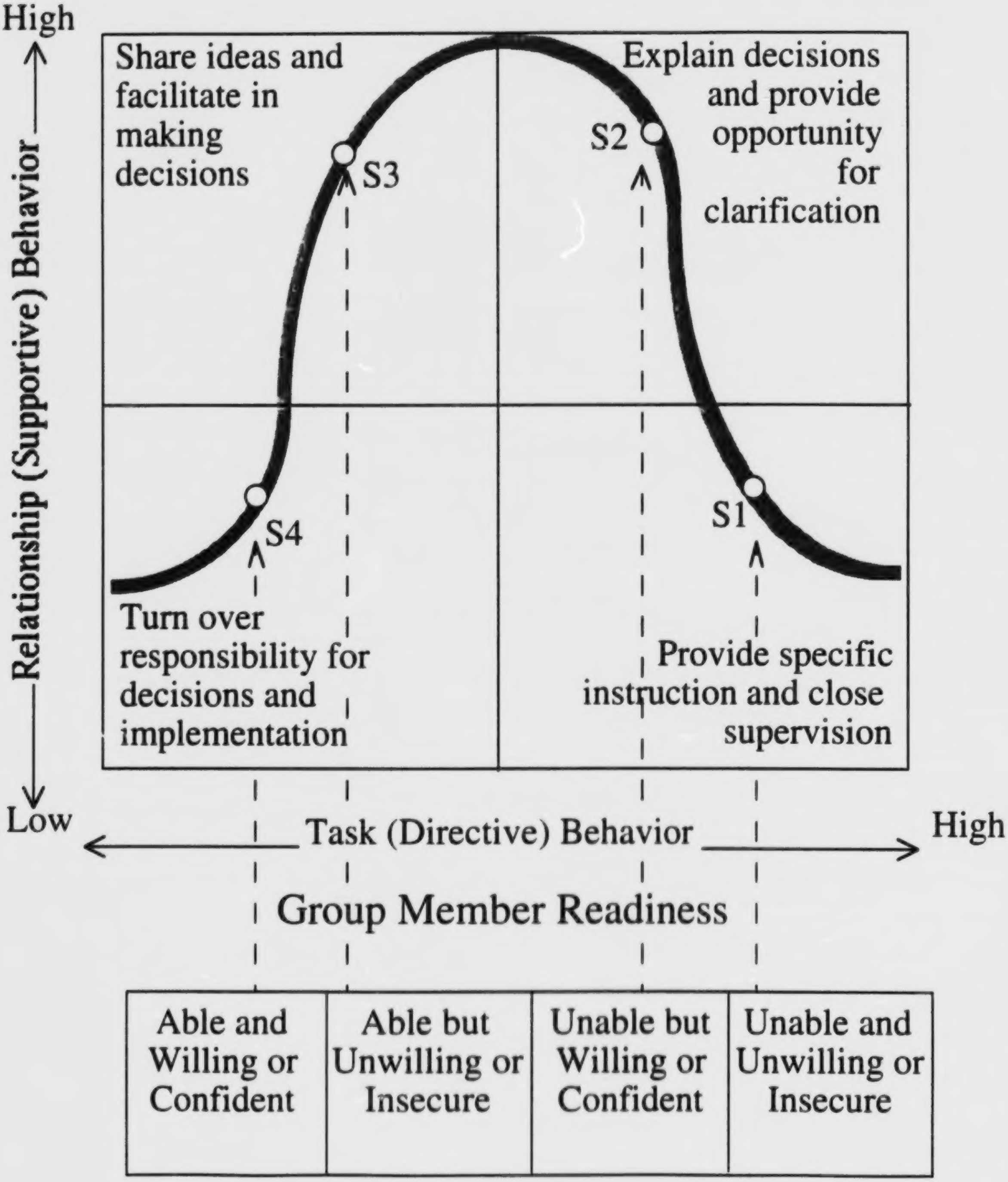
Relational Behavior
(Supportive)

Low

Low task High relational	High task High relational
Low task Low relational	High task Low relational

Low ← Task Behavior (Directive) → High

Relationship of Group Member Readiness and Leadership Style


High
Relationship (Supportive) Behavior
Low
Share ideas and facilitate in making decisions
Explain decisions and provide opportunity for clarification
S3
S2
S4
S1
Turn over responsibility for decisions and implementation
Provide specific instruction and close supervision
Task (Directive) Behavior
High
Group Member Readiness
Able and Willing or Confident
Able but Unwilling or Insecure
Unable but Willing or Confident
Unable and Unwilling or Insecure

Out-of-Class Assignment

Selecting Leadership Styles

Observe an administrator supervising individuals at various readiness levels. Prepare a critique of their leadership (supervisory) styles in at least five situations using the Hersey-Blanchard (1988) theory as a model.

The following outline can be used for each critique:

1. Task or responsibility to be carried out.
2. Style used by the leader.
3. Behaviors used by the leader.
4. Individual's reaction(s) to the leader's behavior.
5. Your estimate of the individual's readiness level.
    a. Ability to perform the task.
    b. Willingness to perform the task.
6. Leader style you would have recommended.
7. Leader behavior you would have recommended.
8. If the behaviors you would have recommended are *not* the same as the behaviors the leader used, what differences might there have been in the individual's reaction(s)?

Learning Experience Guide #26

Delegating Tasks and Responsibilities

Purpose	
Participants will learn when, how, and to whom tasks should be delegated; the attributes of motivating others and risk-taking will also be reinforced.	
Behavioral Objective	
Given:	Tasks or responsibilities to be assigned.
Behavior:	Assign tasks or responsibilities to selected group members, together with the necessary authority, a realistic timeline, clear instructions regarding product and/or process expectations, and suitable support/feedback procedures.
Standard:	The group member's abilities are used effectively, his or her professional competencies are improved, and his or her motivation and job satisfaction are increased.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Determine whether the task or responsibility should be delegated.	1. Recall the definition of *delegation* (and relate it to leadership styles).
2. Identify the group member(s) to whom the task should be delegated.	2. Explain the potential benefits and risks of delegation.
3. Decide what authority and support are needed to complete the task.	3. Recall the seven dimensions of delegation and how each is accomplished.
4. Communicate clearly the assigned responsibility, process/product expectations, and available support.	4. Recall how and why the monitoring process changes over time; relate to leadership (supervisory) styles.
5. Arrange with delegatee mutually agreeable feedback and performance assessment procedures.	5. Recall the action steps of delegating.
6. Organize and provide the necessary support.	
7. Monitor delegatee progress and assess performance per agreement.	

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Pose the following questions: a. What is delegation? b. Why is it important? c. What are some common reasons for not delegating? d. How does delegation relate to leadership styles?	
	2. Present the purpose and behavioral objective of this learning experience.	Trans.: DT1.T
Need-To-Know Information	3. Present a lecture on the seven dimensions of delegation and how each is accomplished. a. Selecting the task to be delegated. b. Identifying the delegatee(s). c. Establishing process/product expectations. d. Providing the authority needed. e. Deciding about the support and materials needed. f. Determining a reasonable feedback schedule. g. Agreeing upon performance assessment procedures standards. Sample Question: How should the process change over time (with the same delegatee)?	Trans.: DT2.T Handouts: DT1.H DT2.H
Demonstration	4. Role play with a participant. (The instructor delegates a task to a participant in accordance with the seven dimensions of delegation.)	

Lesson Stage	Instructor Actions	Resources
Guided Practice	5. Form small (four- to six-member) groups. Brainstorm tasks that can be delegated. Each group selects one of its *delegatable* tasks and plans how it should be delegated (e.g., plans to carry out the seven dimensions) 6. Representatives from half of the groups delegate their tasks to representatives of the other half of the groups. Reverse the roles. Critiques of the delegation role plays are conducted.	
Unguided Practice	7. Assign the following out-of-class activity: Observe one or more administrators delegating tasks to subordinates. Prepare a critique of their delegation procedures in a total of (at least) three situations.	Handout: DT3.H
Evaluation	8. Review each participant's report. (The report should indicate that the participant properly used the seven dimensions of delegation as a model for the critiques.)	
Feedback	9. Comment in writing on each report and hand them back to the participants. Provide verbal feedback to the group to remedy common errors.	
	[Estimated In-Class Time: 2 hours] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	2 transparencies (DT1-2.T)
Handouts:	*The Seven Dimensions of Delegation* (DT1.H) *Task/Responsibility Delegation Record* (DT2.H) *Out-of-Class Assignment: Delegating Tasks and Responsibilities* (DT3.H)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (DT1-2.T))
1 distribution of handouts (DT1-3.H)

Supplemental Readings

Davis, B. L., Skube, C. J., Hellervik, L. W., Gebelein, S. H., & Sheard, J. L. (1992). *Successful manager's handbook: Development suggestions for today's managers* (2nd ed.). Minneapolis: Personnel Decisions, Inc.

McConkey, D. (1986). *No-nonsense delegation*. New York: AMACOM.

Thomson, S. (1993). *Principals for our changing schools: The knowledge and skill base*. Fairfax, VA: National Policy Board for Education Administration.

Yukl, G. (1990). *Skills for managers and leaders*. Englewood Cliffs, NJ: Prentice Hall.

Notes for Presentation of Rationale

A. Background

Lead a discussion about the following questions:

1. **What is delegation?** "Assigning projects, tasks, and responsibilities together with clear authority to accomplish them in a timely and acceptable manner; utilizing subordinates effectively; following up on delegated activities" (Thompson, 1992, p. 7-3).

2. **Why is it important?** "Organizations are created because one person acting alone cannot accomplish all that needs to be done. . . . Individuals and groups must work together to accept responsibility for performing tasks, solving problems, and achieving desired outcomes. Delegation is the process by which this occurs: (Thompson, 1992, p. 7-3). Delegation is also a principal means for empowering group members. The aims of delegation and leadership are similar—to accomplish organizational ends while improving the abilities and confidence of group members.

3. **What are some reasons for not delegating?** Insufficient time; the job is too important to take risks; the leader can do the job best; the leader enjoys doing the job; lack of confidence in group members; the desire to retain control; fear that the leader's boss won't think he or she is working; fear that the subordinate can do a better job; leader doesn't know how to delegate.

4. **How does delegation relate to leadership (supervisory) styles?** A leader who does not delegate cannot supervise (or lead). Production of the group is then limited to the leader's personal productivity. Also, *how* a leader delegates (e.g., to whom the task is delegated, how it is monitored) depends upon the delegatee's readiness level. Note also that degree of delegation is the key variable in decision-making styles.*

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will learn when, how, and to whom tasks should be delegated; the attributes of motivating others and risk-taking will also be reinforced.
Given:	Tasks or responsibilities to be assigned.
Behavior:	Assign tasks or responsibilities to selected group members, together with the necessary authority, a realistic timeline, clear instructions regarding product and/or process expectations, and suitable support/feedback procedures.
Standard:	The group member's abilities are used effectively, his or her professional competencies are improved, and motivation and job satisfaction are increased.

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* Note also that degree of delegation is the key variable in decision-making styles.

Notes for Presentation of Need-To-Know Information

Seven Dimensions of Delegation

A. Select the Tasks To Be Delegated.

  1. A task must be the responsibility of the leader before it can be delegated.
  2. Tasks that are central (functionally exclusive) to the leader's role (e.g., supervision of subordinates who report directly to leader) should not be delegated.
  3. Tasks that group members believe the leader should do should not be delegated.
  4. Identify the tasks that are the responsibility of the leader and that do not fall into the categories noted in A2 and A3.

B. Identify the Delegatee(s).

  1. Delegate to the level nearest the action (lowest level).
  2. Is the task appropriate to the group member's level of readiness? Will the task completion be feasible but challenging?
  3. How compatible is the task with the other responsibilities of the group member?
  4. How even is the work load among group members? Who has time?
  5. How much coaching time does the leader have?

C. Establish Process/Product Expectations.

  1. Decide how much input the delegatee should have in determining the process and product specifications and standards.
  2. Write a clear statement of outcome expectations, date completion expected, and process expectations. (A record can be made later of authority delegated, resources needed, feedback schedule, and performance assessment procedures.)
  3. Discuss the assignment with the delegatee. Be certain that the delegatee has no unanswered questions and that he or she knows what is expected.

D. Provide the Authority Needed.

  1. Delegatees must understand that they are ultimately responsible to the leader for assigned tasks.
  2. Decide how frequently, and at what stages, the delegatee should
     a. obtain approval before proceeding further.

   b. inform the leader before proceeding.

   c. proceed without approval. For example, to what extent is the delegatee empowered to act on behalf of the group/organization?

3. Delegate the authority consistent with the job and the psychological readiness of the individual for the task (see the learning experience on leadership/supervisory styles).

4. Tasks for which the delegatee can assume complete authority save the leader the most time, but are not very developmental for the delegatee.

E. Decide About the Support and Materials Needed.

   1. Decide how much psychological and task support the leader should provide (e.g., coaching).

   2. Who should be told about the task assignment (those in the organization, those external to it)?

   3. What resources should be made available? These include time released from other tasks, money, personnel, space, and equipment.

F. Determine a Reasonable Feedback Schedule.

   1. The type and amount of feedback should be based on the complexity of the task and the delegatee's readiness (job and psychological) for it, and should be mutually acceptable to the delegatee and the leader. The feedback should be perceived as helpful by the delegatee.

   2. Provide as much positive feedback as possible. Don't second guess; simply ask for an explanation if the delegatee is not proceeding exactly as you (the leader) would have.

   3. Make clear that problems should be aired before they become crises. The leader should first ask how the delegatee plans to solve the problem. If necessary, a solution can be planned jointly.

   4. Demonstrate an active interest in the task *and* in the person. Be accessible.

   5. Avoid reverse delegation; don't take over the task after delegating it, unless absolutely necessary. Exhibit confidence in the delegatee.

G. Agree on Performance Assessment Procedures and Standards.

   1. Procedures and standards should be made clear and agreed upon when the task is delegated. They should ordinarily focus on outcomes.

   2. Reward satisfactory performance.

   3. Never accept an unfinished or substandard product.

   4. Mistakes will be made. Treat them as learning experiences.

Delegating Tasks and Responsibilities

Purpose: Participants will learn when, how, and to whom tasks should be delegated; the attributes of motivating others and risk-taking will also be reinforced.

Behavioral Objective

Given: Tasks or responsibilities to be assigned.

Behavior: Assign tasks or responsibilities to selected group members, together with the necessary authority, a realistic timeline, clear instructions regarding product and/or process expectations, and suitable support/feedback procedures.

Standard: The group member's abilities are used effectively, his or her professional competencies are improved, and motivation and job satisfaction are increased.

The Seven Dimensions of Delegation

1. Select the task to be delegated.
2. Identify the delegatee.
3. Establish process/product expectations.
4. Provide the authority needed.
5. Decide about the support and materials needed.
6. Determine a reasonable feedback schedule.
7. Agree on performance assessment procedures and standards.

The Seven Dimensions of Delegation

1. Select the task to be delegated.
2. Identify the delegatee.
3. Establish process/product expectations.
4. Provide the authority needed.
5. Decide about the support and materials needed.
6. Determine a reasonable feedback schedule.
7. Agree on performance assessment procedures and standards.

Task/Responsibility Delegation Record

Person responsible:	Date:
Task/responsibility assigned:	
Item	**Notes**
1. Outcome expectations	
2. Process expectations	
3. Expected completion date	
4. Authority delegated	
5. Resources required	
6. Feedback schedule	
7. Performance assessment	

Out-of-Class Assignment

Delegating Tasks and Responsibilities

Observe one or more administrators delegating tasks to subordinates. Prepare a critique of their delegation procedures in a total of (at least) three situations.

The handout, *Task/Responsibility Delegation Record*, may be used as an outline for the critique.

Learning Experience Guide #27

Leading through Empowerment

Purpose
Participants will understand conditions that support empowerment and barriers that disempower; they will explore organizational strategies that empower employees; and they will analyze the resulting issues and benefits of empowerment for organizations.

Behavioral Objective	
Given:	The desirability of empowering members of the organization.
Behavior:	Apply organizational strategies to empower employees and critique the resulting issues and organizational benefits.
Standard:	Properly apply the conditions of and strategies for empowerment presented in the course materials.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Support organizational conditions that empower individuals. 2. Design, implement, and support organizational strategies, mindsets, structures, and relationships that empower employees. 3. Advocate the benefits of empowerment for organizational effectiveness and leadership styles that support it. 4. Adopt a leadership style that creates a shared vision and maximizes organizational outcomes by fostering trust, collaboration, mutual respect, and responsibility.	1. Review the conditions of and strategies for empowering employees in organizations. 2. Review organizational conditions that disempower employees. 3. Review the benefits of empowerment for employees and organizations. 4. Recall the leadership styles that support employee empowerment. 5. Recall the decision-making styles that support collaboration and empowerment. 6. Recall the components of effective communication.

Lesson Delivery Plan

Lesson Stage	**Instructor Actions**	**Resources**
Rationale	1. Lead a discussion about the following: a. The paradox of why leaders achieve power by sharing it with others. b. Assumptions on which empowerment is based. c. Opportunities that empowerment offers to individuals and organizations. 2. Present the purpose and behavioral objective of this learning experience.	Trans.: EM1.T
Need-To-Know Information	3. Review with participants how empowering others in an organization begins with empowering oneself. Share Covey's (1991) conditions of employee empowerment. Discuss systematic strategies to empower employees, as well as those that disempower. Review the ways in which leaders empower others, and the resulting issues and benefits of empowerment in organizations.	Trans.: EM2-5.T Handout: EM1.H
Demonstration	4. Provide examples to illustrate how leaders model behaviors, support conditions, and implement policies to empower employees. Show the video and review Scott and Jaffe's (1991) assumptions, including the need to change the following in order to empower employees and create desired outcomes: a. organizations b. relationships c. structures and d. mindsets	Trans.: EM6.T Video: *Empowerment*

Lesson Stage	Instructor Actions	Resources
Guided Practice	5. Form small groups (three members). Ask members to identify an organization(s) in which they currently have, or have had, experience with and changes in the following categories that have been adapted or are needed to empower employees: a. relationships b. structures c. mindsets Responses should be recorded on a flipchart and shared with the class. Categories that emerge among group responses and patterns of organizational practices should be identified. Ask participants to generate additional ideas for empowering employees and alleviating barriers that disempower.	Handout: EM2.H Flipchart
Unguided Practice	6. Direct participants to interview an administrator about her or his organization's strategies that are designed to empower employees. Questions should be about a. conditions that support empowerment and barriers that disempower. b. strategies implemented to empower individuals and the accompanying changes in mindsets, relationships, and structures that have been or are necessary. c. benefits and resulting issues of empowered employees. Ask participants to submit a written overview of the interview with their recommendations for the organization to enhance empowerment efforts and maximize desired outcomes.	Handout: EM3.H

Lesson Stage	Instructor Actions	Resources
Evaluation	7. Review the written reports for the appropriateness of participants' recommendations and their consistency with the guidelines in the handout materials.	
Feedback	8. Comment in writing on each report and provide feedback to the class about the strategies implemented by organizations to empower employees and the recommendations formulated by participants.	
	[Estimated In-Class Time: 1 ½ hours] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies: 6 transparencies (EM1-6.T)

Handouts: *Conditions of Empowerment* (EM1.H)
In-Class Assignment: Leading Through Empowerment (EM2.H)
Out-of-Class Assignment: Leading Through Empowerment (EM3.H)

B. Materials to be secured by the client

1. *Empowerment* (Video). (1993). Menlo Park, CA: Crisp Publications. [To order: Crisp Publications, 1200 Hamilton Court, Menlo Park, CA 94025-9600, (800) 442-7477, Fax: (415) 323-5800. Purchase price is $495.00; rental cost is $25.00.]
2. Scott, C., & Jaffe, D. (1991). *Empowerment: A practical guide to success.* Menlo Park, CA: Crisp Publications. [To order: Crisp Publications, 1200 Hamilton Court, Menlo Park, CA 94025-9600, (800) 442-7477, Fax: (415) 323-5800. Purchase price is $8.95.]

C. Equipment needed

Overhead projector
Blackboard or flipchart
VCR and monitor

D. Material preparation

1 set of transparencies (CM1-6.T)
1 distribution of handouts (CM1-3.H)

E. Optional activities

Ask participants to record in their journals the degree of empowerment that they are both receiving and giving in their organizations. Organizational conditions that support empowerment also should be reviewed as well as specific strategies to empower employees. Outcomes of empowerment should be analyzed, and barriers that disempower employees should be discussed.

Supplemental Readings

Block, P. (1987). *The empowered manager: Positive political skills at work.* San Francisco: Jossey-Bass.

Byham, W. (1988). *Zap!: The lightning of empowerment.* New York: Fawcett Columbine.

Covey, S. (1991). *Principle-centered leadership.* New York: Simon & Schuster.

Crosby, R. (1992). *Walking the empowerment tightrope: Balancing management authority and employee influence.* King of Prussia, PA: Organizational Design and Development.

Empowerment (Video). (1993). Menlo Park, CA: Crisp Publications.

Gretz, K., & Drozdeck, S. (1992). *Empowering innovative people: How managers challenge, channel, and control the truly creative and talented.* Chicago: Probus Publishing.

Scott, C., & Jaffe, D. (1991). *Empowerment: A practical guide to success.* Menlo Park, CA: Crisp Publications.

Tracy, D. (1990). *10 steps to empowerment: A common sense guide to manage people.* New York: William Morrow.

Notes for Presentation of Rationale

A. Relevance of Topic

1. Leaders achieve ultimate power by sharing it with others and unleashing others' full capabilities. Leaders maximize their own power and opportunities for success when they enable the people with whom they work to share an organizational vision and achieve success. Empowerment may appear to be a paradox—the more a leader gives power to others, the more powerful and successful she or he becomes. Fundamental to the participative style of leadership is the empowerment of others through shared mindsets, relationships, and structures.

2. The promise of empowerment is that it will dramatically increase the sense of responsibility and ownership at every level of an organization. A challenge of empowerment is that it demands a radical realignment of many beliefs about control systems and about the levels at which decisions are made. Empowerment requires governance at all levels of an organization.

3. How do we empower others? Block (1987) states that we need to start with ourselves to claim our own autonomy and understand our beliefs about leadership, power, and control. Second, we need to help develop and support specific strategies and processes to foster empowerment in the organizations of which we are a part. Leaders need to create environments that support empowerment, and a vision that is aligned with collaborative power and control.

B. Present the Purpose and Behavioral Objective.

Purpose: Participants will understand conditions that support empowerment and barriers that disempower; they will explore organizational strategies that empower employees; and they will analyze the resulting issues and benefits of empowerment for organizations.

Given: The desirability of empowering members of the organization.

Behavior: Apply organizational strategies to empower employees and critique the resulting issues and organizational benefits.

Standard: Properly apply the conditions of and strategies for empowerment presented in the course materials.

Notes for Presentation of Need-To-Know Information

A. Conditions of Empowerment

1. According to Covey (1991), there are four conditions of empowerment:
    a. win-win agreement
    b. self-supervision
    c. supportive structure and systems
    d. accountability

    At the center of these four conditions are skills and character. These are the competencies required to establish and maintain the conditions. Specific skills include communication, planning and organization, and synergistic problem-solving. Individuals need to possess integrity, maturity, and capability. Covey refers to skills and character as preconditions to establish trusting relationships, support win-win agreements, help develop and maintain effective systems, and create self-supervision and self-evaluation (p. 196).

B. Systematic Strategies To Empower Employees

1. Foster values and model behaviors such as integrity, responsibility, and maturity.
2. Develop skills related to communication, planning, and problem-solving.
3. Adopt an organizational philosophy that fosters mutual understanding and commitment to the following:
    a. *outcomes* (overlapping organizational mission and goals with personal values and goals)
    b. *guidelines* (policies, initiatives, and procedures)
    c. *accountability* (standards of performance and criteria for self-assessment and evaluation)
    d. *consequences* (personal and professional—including financial, psychological, social, and scope of responsibility)
4. Encourage self-supervision to monitor and improve practice.
5. Provide supportive structures and systems.
6. Utilize shared accountability, supervision, and evaluation.

C. How Leaders Empower Others

1. Tracy (1990) states that leaders empower through responsibility, authority, standards of excellence, training and development, knowledge and information, feedback, recognition, trust, permission to try and fail, and fostering respect.

2. Scott and Jaffe (1991) state that change is needed in organizations, mindsets, relationships, and structures to empower employees and create optimum, long-term outcomes. Empowerment requires a fundamentally different way of working with individuals and teams. Employees are empowered by validation, information, and participation. Empowerment comes from leadership styles that foster trust, collaboration, mutual respect, participation, and a shared vision. Empowerment requires improving processes as well as outcomes. Through shared work structures and problem-solving, quality measurements and outcomes can be maximized.

D. Examples of the Benefits of Empowerment for Organizations

1. Increased sense of responsibility and accountability throughout the organization.
2. Individual ownership of vision and mission.
3. Increased employee productivity and responsibility for organizational outcomes.
4. High-performance work teams and collaborative approaches to solving problems and creating solutions.
5. Improved employee morale and commitment to the organization.

E. Examples of Barriers that Disempower Employees Are Present in Many Organizations

1. Authoritarian leadership
2. Hierarchical organizational structures
3. Top-down communication
4. Bureaucratic decision-making

Leading through Empowerment

Purpose: Participants will understand conditions that support empowerment and barriers that disempower; they will explore organizational strategies that empower employees; and they will analyze the resulting issues and benefits of empowerment for organizations.

Behavioral Objective:

Given: The desirability of empowering members of the organization.

Behavior: Apply organizational strategies to empower employees and critique the resulting issues and organizational benefits.

Standard: Properly apply the conditions of and strategies for empowerment presented in the course materials.

Conditions of Empowerment

According to Covey (1991), there are four conditions of empowerment:

1. win-win agreement
2. self-supervision
3. helpful structure and systems
4. accountability

At the center of these four conditions are skills and character. Skills are the competencies required to establish and maintain the conditions. Specific skills include communication, planning and organization, and synergistic problem-solving. Individuals need to possess integrity, maturity, and capability. Covey refers to skills and character as preconditions.

Systematic Strategies To Empower Employees

1. Foster values and model behaviors such as integrity, responsibility, and maturity.

2. Develop skills related to communication, planning, and problem-solving.

3. Adopt an organizational philosophy that fosters mutual understanding and commitment to the following:
    a. outcomes (overlapping organizational mission and goals with personal values and goals)

    b. guidelines (policies, initiatives, and procedures)

    c. accountability (standards of performance and criteria for self-assessment and evaluation)

    d. consequences (personal and professional—including financial, psychological, social, and scope of responsibility)

4. Encourage self-supervision to monitor and improve practice.

5. Provide supportive structures and systems.

6. Utilize shared accountability, supervision, and evaluation.

Organizational Barriers that Disempower Employees

- Authoritarian leadership
- Hierarchical organizational structures
- Top-down communication
- Bureaucratic decision-making

Organizational Benefits of Empowerment

- Increased sense of responsibility and accountability throughout the organization.
- Individual ownership of vision and mission.
- Increased employee productivity and responsibility for organizational outcomes.
- High-performance work teams and collaborative approaches to solving problems and creating solutions.
- Improved employee morale and commitment to the organization.

Organizations Need To Change . . .

mindsets,

relationships, and

structures

to empower employees and achieve optimal outcomes.

Scott and Jaffe, 1992

Conditions of Empowerment

According to Covey (1991), there are four conditions of empowerment

1. win-win agreement
2. self-supervision
3. supportive structure and systems
4. accountability

At the center of these four conditions are skills and character. These are the competencies required to establish and maintain the conditions. Specific skills include communication, planning and organization, and synergistic problem-solving. Individuals need to possess integrity, maturity, and capability. Covey refers to skills and character as preconditions (p. 196).

The following systematic strategies are needed to empower employees:

1. Foster values and model behaviors such as integrity, responsibility, and maturity.
2. Develop skills related to communication, planning, and problem-solving.
3. Adopt an organizational philosophy that fosters mutual understanding and a commitment to
    a. *outcomes* (overlapping organizational mission and goals with personal values and goals).
    b. *guidelines* (policies, initiatives, and procedures).
    c. *accountability* (standards of performance and criteria for self-assessment and evaluation).
    d. *consequences* (personal and professional—including financial, psychological, social, and scope of responsibility).
4. Encourage self-supervision to monitor and improve practice.
5. Provide supportive structures and systems.
6. Utilize shared accountability, supervision, and evaluation.

In-Class Assignment

Leading Through Empowerment

1. Form small groups (three members).
2. Identify an organization(s) in which you currently have, or have had, experience with and seen changes in the following:
   a. relationships
   b. structures
   c. mindsets that support empowerment

   Record your group's responses on a flipchart sheet and share them with the class. *Categories* that emerge among group responses and *patterns* of organizational practices should be identified by the class as a large group.

Out-of-Class Assignment

Leading Through Empowerment

Interview an administrator about her or his organization's strategies that are designed to empower employees. Question her or him about

- conditions that support empowerment and barriers that disempower.
- strategies implemented to empower individuals and the accompanying changes in mindsets, relationships, and structures that have been or are necessary.
- benefits and resulting issues of empowered employees.

Submit a written overview of the interview with your recommendations for the organization to enhance empowerment efforts and maximize desired outcomes.

Learning Experience Guide #28

Organizational Planning

Purpose	
Participants will understand the strategic planning process and its importance in organizations, and will be able to think and act strategically in their leadership roles.	
Behavioral Objective	
Given:	A leadership role in secondary or postsecondary public or proprietary school.
Behavior:	Compare and critique the processes by which strategic organizational plans are developed and implemented.
Standard:	The critique will correctly utilize the strategic planning process presented in this lesson and the specific needs of the organization as criteria.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Assess specific needs of the organization in its environment. 2. Practice strategic thinking, planning, and acting when carrying out leadership roles. 3. Design and implement appropriate strategic planning processes. 4. Evaluate the effectiveness of processes on an ongoing basis. 5. Repeat the cycle.	1. Recall the role of leaders in strategic thinking and acting. 2. Recall the definition, purpose, and benefits of strategic planning in an organizational context. 3. Review Bryson's (1988b) model of the strategic planning process, and discuss examples of its implementation in organizations. 4. Recall learning experiences related to visioning, risk-taking, and insight for application to the strategic planning process.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Present a lecture to cover the a. definition of strategic planning. b. importance of strategic thinking and acting. c. benefits of the strategic planning process.	Handout: OP1.H Trans.: OP1.T OP2.TH
	2. Present the purpose and behavioral objective of this learning experience.	OP3.T
Need-To-Know Information	3. Present strategic planning as an outgrowth of sound strategic thinking and acting by those in leadership roles. Review several approaches to strategic planning used in public and private organizations. Present Bryson's (1988b) model and its appropriateness for public and nonprofit organizations.	Trans.: OP4.T Handout: OP3.H
Demonstration	4. Provide two examples of Bryson's model applied to organizations that have implemented it. (The main points to be demonstrated from each case are provided on transparencies.)	Trans.: OP5.T Handout: OP4.H Trans.: OP6-7.T Handout: OP1.C
Guided Practice	5. Working in small groups, participants should a. review the written analysis of the implementation of Bryson's model. b. identify each component of the model as it pertains to a school setting. Special emphasis is given to recognizing strengths and opportunities, capabilities and limitations, and major strategic issues facing public school executives. Recorders will note all observations and examples on the board or flipchart. Group members should share their findings with the class, and any important missing points should be pointed out by the instructor, using the list provided.	
	6. Initiate a discussion of the following: What are the major differences/similarities between strategic planning in schools and in other nonprofit, public, or private organizations? Summarize the main points of the discussion.	Trans.: OP8.T

Lesson Stage	Instructor Actions	Resources
Unguided Practice	7. Ask participants to compare and critique the strategic planning process in two school organizations of their choice. This project may be done in groups of two or individually. Bryson's (1988b) model will serve as a standard against which critique and comparison will be made.	Handout: OP5.H
Evaluation	8. Review each critique/assessment in regard to the criteria presented in the handout.	
Feedback	9. Comment in writing on each assignment and return assignments to the participants.	
	[Estimated In-Class Time: 3 hours] [Estimated Out-of-Class Time: 5 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	7 transparencies (OP1-7.T)
Handouts:	*Definition of Strategic Planning* (OP1.H) *Benefits of Strategic Planning* (OP2.H) *Approaches to Strategic Planning* (OP3.H) *Strategic Planning Process*(OP4.H) *Out-of-Class Assignment: Organizational Planning* (OP5.H)
Case Studies:	*Case Study #1—Suburban City* (OP1.C) *Case Study #2—Public Health Nursing Service* (OP1.C)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector
VCR and monitor

D. Material preparation

1 set of transparencies (OP1-7.T)
1 distribution of handouts (OP1-5.H)
1 distribution of case studies (OP1-2.C)

E. Alternative/Optional activities

1. Ask participants to comment in class on the strategic planning processes implemented in their respective organizations. Compare against Bryson's (1988b) model in terms of differences and similarities. This activity makes a convenient preparation for the unguided project.
2. Ask participants to comment on how strategic planning is communicated from the top down in their respective organizations. Look for their opinions on the effectiveness of the established communication channels.
3. Through interviews, literature, or other credible sources of information, participants should write a critique of the implementation of the strategic planning process in an organization of their choice. This is an individual project.

Supplemental Readings

Bedeian, A. G. (1993). *Management* (3rd ed.). Forth Worth: The Dryden Press.

Bryson, J. M. (1988a). *Strategic planning for public and nonprofit organizations: A guide to strengthening and sustaining organizational achievement.* San Francisco: Jossey-Bass.

Bryson, J. M. (1988b). A strategic planning process for public and nonprofit organizations. *Long Range Planning, 21*(1), 73-81.

Bryson, J. M., & Roering, W. D. (1987). Applying private sector strategic planning in the public sector. *Journal of the American Planning Association, 53*(1), 9-22.

Dutton, J., & Duncan, R. (1987). The influence of the strategic planning process on strategic change. *Strategic Management Journal, 8,* 103-116.

Goodstein, L. D., Nolan, T. M., & Pfeiffer, J. W. (1992). *Applied strategic planning: A comprehensive guide.* San Diego: Pfeiffer & Co.

King, W. (1983). Evaluating strategic planning systems. *Strategic Management Journal, 4*(3), 103-116.

Mauriel, J. J. (1989). *Strategic leadership for schools: Creating and sustaining productive change.* San Francisco: Jossey-Bass.

Schwartz, P. (1991). *The art of the long view.* New York: Doubleday.

Notes for Presentation of Rationale

A. Bedeian (1993) defines strategic planning as the process of focusing on an organization's continuing relationship with its environment. In this process, decision-makers are engaged in a series of discussions to plan actions that will shape both the nature and the direction of an organization's activities. Such decisions would include an organization's mission, organizational design, long-term financing, and other strategic issues.

The most crucial part of the planning process is to decide on what is *really* important for an organization.

In simplified language, when formulating strategic plans, decision-makers should answer the following questions:

1. Where are we going?
2. How do we get there?
3. What is our blueprint for action?
4. How do we know if we are on track?

In general terms, strategic planning involves policy and direction setting, situation assessment, strategic issue identification, strategy development, decision making, action, and evaluation (Bryson & Roering, 1987).

B. Members of the organization need to realize that good strategic planning is an outgrowth of sound strategic thinking and acting. According to Bryson (1988b), in order for successful athletes to be effective, they must have a knowledge of the purpose and rules of the game, strengths and weaknesses of his own team, opportunities and threats posed by the other team, game plan, the arena, officials, and so on. He also must be well-equipped and in good shape. How does this message translate to an organizational setting?

Strategic thinking and acting by those in leadership roles involves

1. having a clear vision of where the organizations should be heading.
2. being able to articulate the vision in a manner that inspires others to achieve it.
3. listening to stakeholders.
4. anticipating, interpreting, and clarifying trends and issues.
5. analyzing current and future situations in terms of key factors such as resources and markets.

Mauriel (1989) states the following about strategic thinking:

> An ability to employ strategic thinking processes involved in analyzing trends and outcomes and then to use the results of these analyses to modify, amplify, or redirect organizational efforts are key attributes of a strategic leader. Put another way, it is the ability to move from strategic planning to

> strategic leadership to make things happen—not just anything called for in a *plan*, but the kinds of things that help people and organizations make the dramatic changes necessary to move closer to achieving their common vision and fulfilling their mission. (p. 4)

C. Present the Purpose and Behavioral Objective.

Purpose: Participants will understand the strategic planning process and its importance in organizations, and will be able to think and act strategically in their leadership roles.

Given: A leadership role in secondary or postsecondary public or proprietary school.

Behavior: Compare and critique the processes by which strategic organizational plans are developed and implemented.

Standard: The critique will correctly utilize the strategic planning process presented in this lesson and the specific needs of the organization as criteria.

Notes for Presentation of Need-To-Know Information

A. It is important for those in leadership roles to use a systematic process to address key issues in their organization. Most approaches to strategic planning originated in the private sector and have been modified for public sector application. Representative models include the Harvard Policy model, strategic planning systems, and stakeholder management. Content approaches include portfolio models and competitive analysis.

1. **Harvard Policy Model**. This model was developed and has been taught at the Harvard Business School since the 1920s. The purpose of this model is to help a firm develop the best *fit* between itself and its environment; that is, to develop the best strategy for the firm (Bryson & Roering, 1987). Essential to the process is SWOT analysis—attention to the internal strengths and weaknesses and identification of external threats and opportunities in the environment (strengths, weaknesses, opportunities, and threats). This approach is recommended for a strategic business unit level, but it is also applicable at other, higher and broader levels, in both private and public sectors.

2. **Strategic planning systems**. This approach is based on the claim that there must be systems for formulating and implementing important decisions across levels and functions in an organization. It is an attempt to comprehensively cover key decision areas (Bryson & Roering, 1987). In certain settings, this level of analysis has been overly comprehensive, and users have found the systems difficult to understand.

3. **Stakeholder management**. This model integrates political, economic, and social concerns, that is, it relates an organization to its stakeholders. The model, therefore, recognizes many concerns, but it lacks a set of determined criteria to judge competing claims.

4. **Portfolio models**. Whereas the above three models are concerned with the process, the portfolio model is representative of content approaches. In this context, managers view the corporation as a portfolio of business with diverse potentials that can be balanced to manage return and cash flow (Bryson & Roering, 1987).

5. **Competitive analysis**. The competitive analysis model is also representative of a content approach. It is a process for environmental trend analysis. This process involves an examination of the organizations that are "alternative providers" for any of the products or services offered by public schools. It also includes examining the relative strength and efficacy of the providers that compete with or could substitute for public school services (Mauriel, 1989, pp. 59-60).

B. Bryson's (1985) model of the strategic planning process is presented in this lesson because it is particularly suited for the public and nonprofit sectors Harvard Policy model. The model relies on the strengths of the private-sector oriented approaches (e.g., or stakeholders model), but modifies them to answer the needs of the public and nonprofit organizations. Mauriel (1989), for example, uses this model, customizing it specifically for school systems and similar education-delivery organizations.

The process described in the model is comprised of the following eight steps (Bryson, 1988b):

1. **Developing an initial agreement over the strategic planning process**. This covers purpose, steps, form and timing of reports, commitment, roles, and functions.

2. **Identifying organizational mandates**. What are the externally imposed mandates (e.g., legislation, regulations)?

3. **Clarifying mission and values of the organization**. By clarifying its mission and values, the organization provides the justification for its existence in the environment that surrounds it. A stakeholder analysis should precede this clarification. According to Bryson (1988b), a stakeholder is any person, group, or organization that might place a claim on an organization's resources, attention, or outputs. A mission statement must take stakeholder's interests into account.

4. **External environmental assessment**. This form of analysis includes an assessment of social, technological, economic, and political trends of stakeholders such as customers, competitors, users, and so forth.

5. **Internal environmental assessment**. It is imperative for organizations to continuously assess organizational resources, present strategy, and performance (i.e., inputs, process, and outputs).

[Steps 4 and 5 include SWOT analysis (refer to Harvard Policy Model).]

6. **Identifying strategic issues an organization faces**. All information gathered in the previous steps is now used to determine the issues that represent basic policy questions affecting the factor mentioned above. Strategic issues involve conflict over ends, means, location, timing, and so on; and decision-makers must be prepared to deal with them. Bryson suggests that the issues be described in a single paragraph, succinctly, and framed as a double question. It is advisable that the planning team state the consequences of failure to address a certain issue.

7. **Developing strategies to manage the outlined issues**. According to Bryson, strategies represent patterns of purposes, policies, decisions, actions, and so on that define an organization. They need to link what people say with what choices people make and with what people will actually do. The five-part strategy model is listed in the Strategy box within the model.

8. **Establishing an effective organizational vision for the future**. What will the organization look like if it finally implements the agreed upon strategies? Bryson calls this description *a vision of success*.

C. Examples of the benefits of strategic planning include (Bryson, 1988b; Bedeian, 1992):

1. Thinking strategically.

2. Regarding present decision-making as consequential to the future.

3. Building expertise and teamwork in the process.

4. Deeply focusing leaders on the future.

5. Providing direction and a sense of purpose (without them, an organization is reduced to reacting to day-to-day events).
6. Developing a solid and defensible base for decision-making.
7. Ultimately improving performance.

Notes for Guided Practice

The following is an example of a selected list of major strategic issues, opportunities and threats, and capabilities and limitations related to the public school setting:

1. **Major strategic issues**. According to Mauriel (1989), some of the major strategic issues facing public school executives are
    a. *The influence of demographic shifts on funding*. The traditional public school's target market (secondary, 5-18 year olds; postsecondary and collegiate, 18-22) is shrinking. The age range of customers, however, has widened. The nature of services desired by customers has changed. Thus, there is a need to define and pursue new market opportunities.

    b. *Staff motivation*. How do schools handle the issue of rewards and incentives for their excellent teachers?

    c. *Involving community groups in the classroom*. Schools must engage in constructive interaction with the community. Stakeholders need to be involved in the discussion.

    d. *Obtaining "investment" capital in times of financial scarcity*. What additional options for funding might be available? How do we pursue this?

2. **Opportunities and threats**. In assessing the external environment, Mauriel (1989) recognizes the importance of assessing the following trends as they affect school systems:
    a. *Economic trends*. Changes in the tax base; economic activity in the area, past and present; financial status of the locality and state; and so on must be assessed.

    b. *Market trends*. This includes projecting the target population, demand for school services, move-in and move-out rates of families, and so on.

    c. *Political trends*. State and federal views of education and their consequent support of laws and legislation affecting management of school systems must be considered.

    d. *Technological trends*. This includes assessing the role of distance delivery and other types of computer technology.

3. **Capabilities and limitations**. Mauriel (1989) emphasizes the need to consider the following:
    a. Teachers (quality, experience, performance)

    b. Administrators (quality, working relationships, effectiveness)

    c. Programs (quality, relevance, reputation)

    d. Students (background)

    e. Physical facilities

f. Reputation and image

g. Quality of special programs

h. Financial condition

i. Other assets

Definition of Strategic Planning

Bedeian (1993) defines strategic planning as the process of focusing on an organization's continuing relationship with its environment, shaping the nature and direction of the organization's activities, including mission, organizational design, long-term financing, and other strategic issues.

Benefits of Strategic Planning

- Thinking strategically.
- Regarding present decision making as consequential to the future.
- Building teamwork and expertise into the process.
- Deeply involving leaders in looking into the future.
- Providing direction and a sense of purpose, which are linked to organizational mission and goals.
- Developing a solid and defensible base for decision-making.
- Ultimately improving individual and organizational performance.

Organizational Planning

Purpose: Participants will understand the strategic planning process and its importance in organizations, and will be able to think and act strategically in their leadership roles.

Behavioral Objective

Given: A leadership role in a secondary or postsecondary public or proprietary school.

Behavior: Compare and critique the processes by which strategic organizational plans are developed and implemented.

Standard: The critique will correctly utilize the strategic planning process presented in this lesson and the specific needs of the organization as criteria.

Approaches to Strategic Planning

Process Approaches

- *Harvard Policy Model*

    1. Best fit between company and environment.
    2. SWOT (strengths, weaknesses, opportunities, and threats) analysis.

- *Strategic Planning Systems*

    A system for comprehensive coverage of all key decision areas.

- *Stakeholder Management*

    Relating an organization to its stakeholders.

Content Approach

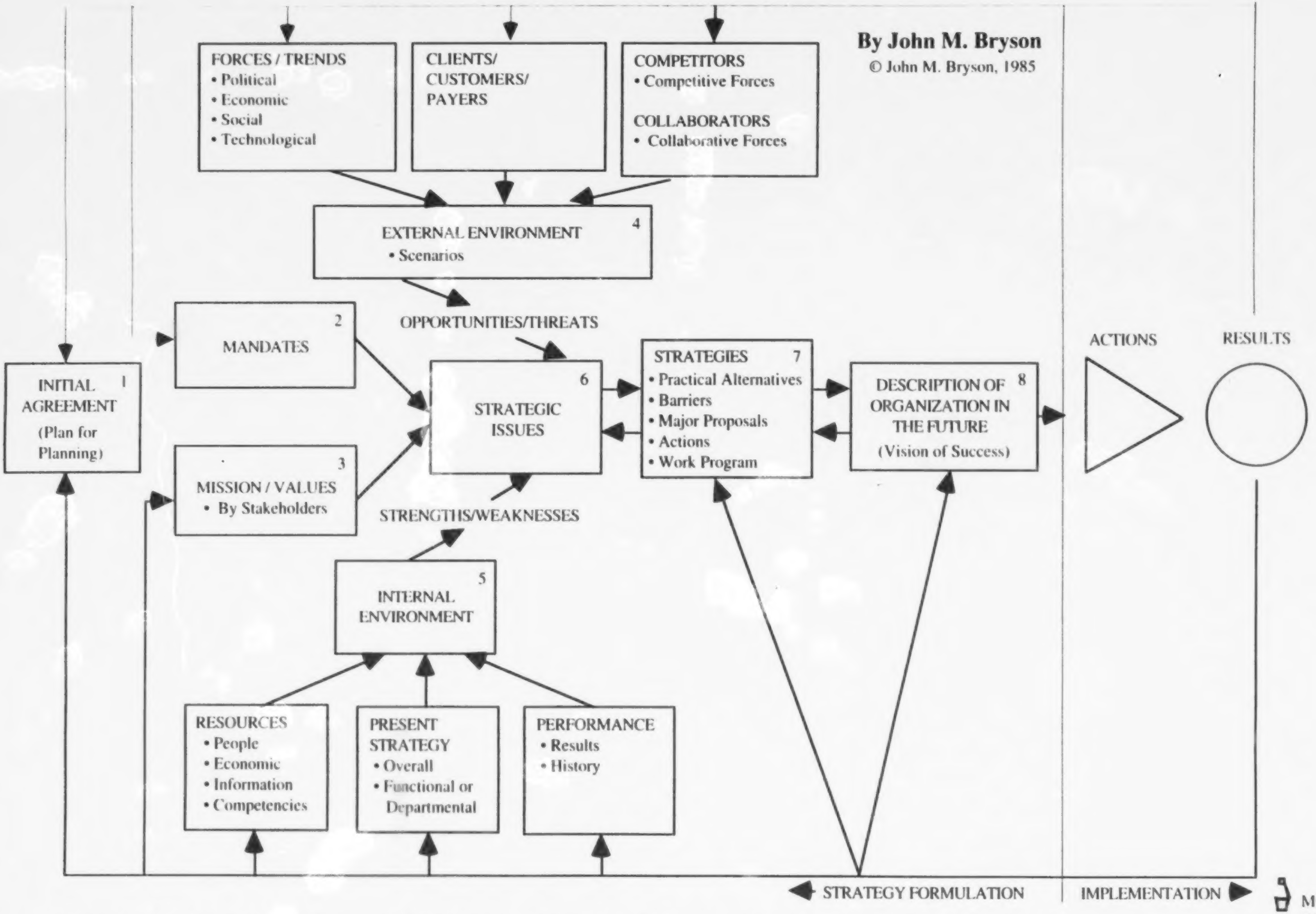
- *Portfolio Models*

    Corporation as a portfolio of business with diverse potentials that can be balanced to manage return and cash flow (Bryson & Roering, 1987).

- *Competitive Analysis*

    A process for environmental trend analysis. Involves an examination of the organizations that are "alternative providers" for any of the products or services offered by public schools (Mauriel, 1989, pp. 59-60).

Figure 1—STRATEGIC PLANNING PROCESS


FORCES / TRENDS
• Political
• Economic
• Social
• Technological
CLIENTS/ CUSTOMERS/ PAYERS
COMPETITORS
• Competitive Forces
COLLABORATORS
• Collaborative Forces
EXTERNAL ENVIRONMENT 4
• Scenarios
OPPORTUNITIES/THREATS
MANDATES 2
INITIAL AGREEMENT 1 (Plan for Planning)
MISSION / VALUES 3
• By Stakeholders
STRATEGIC ISSUES 6
STRENGTHS/WEAKNESSES
STRATEGIES 7
• Practical Alternatives
• Barriers
• Major Proposals
• Actions
• Work Program
DESCRIPTION OF ORGANIZATION IN THE FUTURE 8 (Vision of Success)
ACTIONS
RESULTS
INTERNAL ENVIRONMENT 5
RESOURCES
• People
• Economic
• Information
• Competencies
PRESENT STRATEGY
• Overall
• Functional or Departmental
PERFORMANCE
• Results
• History
STRATEGY FORMULATION
IMPLEMENTATION

By John M. Bryson

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MG5.T
OP4.H
OP5.T

Example # 1
Suburban City

- Identify strategic issues.
- Identify strategy development.
- Describe the *mission-finding* process.
- Describe the results of the strategic planning process.

Example # 2
Public Health Nursing Service

- Describe the setting.
- Describe the leader of the process.
- Identify strategic issues.
- Identify the *vision of success*.
- Describe the interaction with the environment (county).

Definition of Strategic Planning

Bedeian (1993) defines strategic planning as the process of focusing on an organization's continuing relationship with its environment, shaping the nature and direction of the organization's activities, including mission, organizational design, long-term financing, and other strategic issues.

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- Developing a solid and defensible base for decision-making.
- Ultimately improving individual and organizational performance.

Approaches to Strategic Planning

Process Approaches

- *Harvard Policy Model*
  1. Best fit between company and environment.
  2. SWOT (strengths, weaknesses, opportunities, and threats) analysis.

- *Strategic Planning Systems*

  A system for comprehensive coverage of all key decision areas.

- *Stakeholder Management*

  Relating an organization to its stakeholders.

Content Approaches

- *Portfolio model*

  Corporation as a portfolio of business with diverse potentials that can be balanced to manage return and cash flow (Bryson & Roering, 1987).

- *Competitive Analysis*

  A process for environmental trend analysis. Involves an examination of the organizations that are "alternative providers" for any of the products or services offered by public schools (Mauriel, 1989, pp. 59-60).

Figure 1—STRATEGIC PLANNING PROCESS

By John M. Bryson

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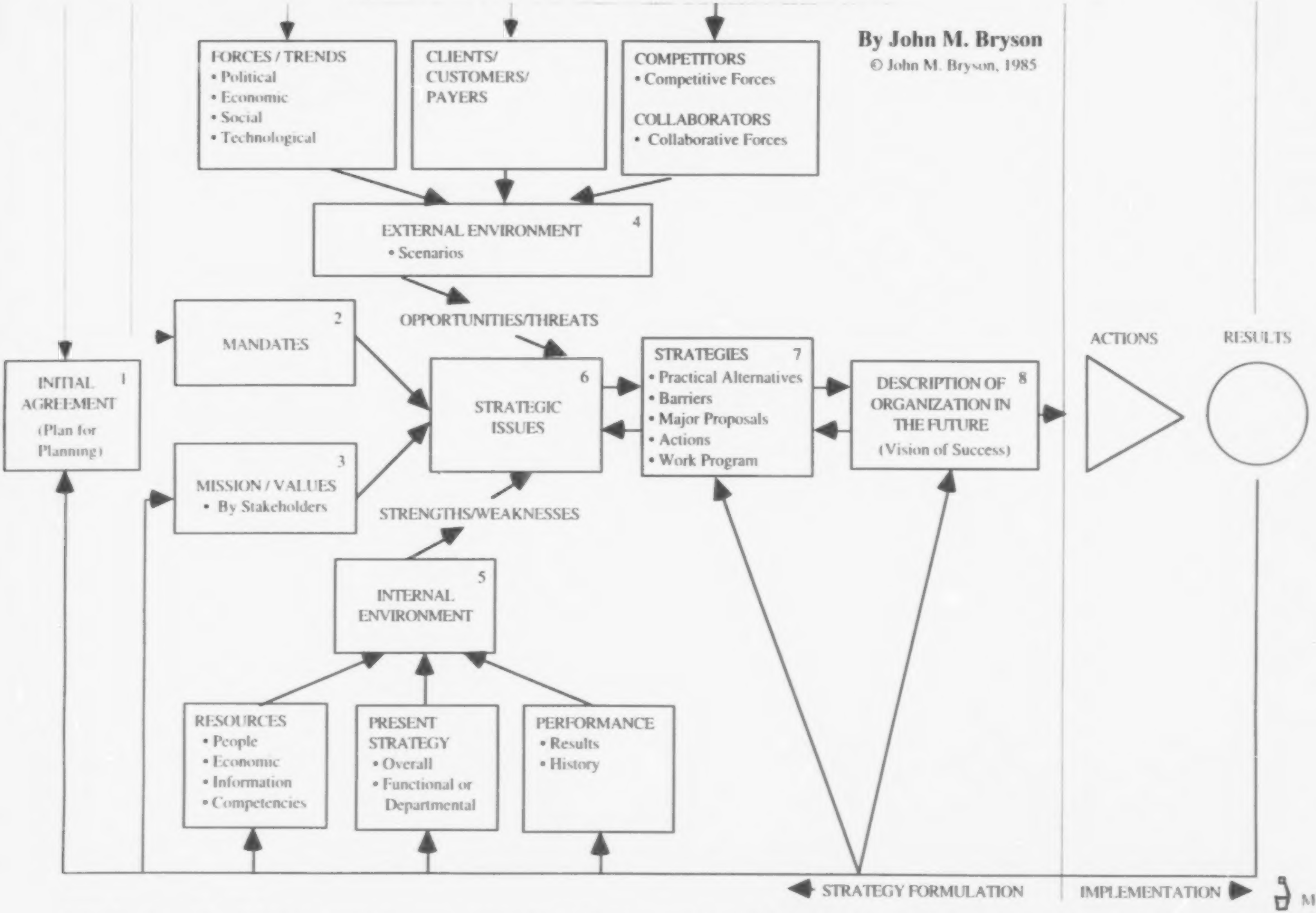
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OP4.H
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Out-of-Class Assignment

Organizational Planning

Choose *one* of the following two assignments:

1. Through interviews, literature, or other credible sources of information, find out about (assess) and write a critique of an actual use of strategic planning in an organization of your choice.

2. Find out about (assess) and compare in writing two organizations of your choice, in which some kind of strategic planning process has been utilized or initiated. You may decide to do this project with one other colleague.

In both #1 and #2 above, Bryson's (1988b) model will serve as your standard against which you will make your critique or comparison. (Your instructor will be instrumental in helping you find an appropriate organization and in establishing initial contacts.)

Directions:

1. Assess the planning process through interviews, observation, or reading.

2. Critique the process as you compare it to Bryson's model. Focus on the process itself, as well as its effectiveness in the organizational context.

   or

   Compare two planning processes in two different organizations and assess the differences and similarities, again relying on Bryson's model as a comparison base.

3. Your critique/comparison should not exceed five pages of double-spaced text.

Case Study #1
Suburban City

Suburban City is an older, middle class, "first ring" suburb of a major metropolitan city in the American Midwest. Suburban City is regarded among city management professionals as one of the best managed cities in the state. The city has 227 employees and an annual budget of $25.6 million. The assistant city manager was the leader of the strategic planning team. The city manager was a strong supporter and member of the team. The team performed a stakeholder analysis, developed a mission statement, identified strategic issues, and developed strategies to deal with its most important issues.

The following strategic issues were identified:

1. What should the city do to enhance and improve its vehicular and pedestrian movements throughout its hierarchy of transportation facilities?
2. What should the suburban city do to attract high-quality housing that meets the needs of a changing population and maintains the integrity of the existing housing stock?
3. What should the city do to maintain its physical facilities while responding to changing demands for public services?
4. What should the city do to restore confidence in its water quality and supply?

Strategies were developed to deal with all of these issues, but we will consider the strategies stemming from the last two. The first step in responding to changing demands for public services was to undertake a major survey of households and businesses in the city to uncover preferences for services. Now that the survey is complete, city staff are rearranging and reorganizing services and delivery mechanisms to respond effectively.

Suburban City residents became worried, to the point of panic, when the city's water supply was found to be contaminated by uncontrolled seepage from a creosote plant. The city immediately closed down the affected wells and began a major cleanup effort. The water *quality* problem was cleared up, but the public *perception* that the city had a serious water quality problem persisted. City staff undertook a public education effort to deal with this misperception, and another effort was undertaken to deal with the remaining—and real, not just perceived—problem of water *quantity*.

Reprinted with permission: Bryson, J. M. (1988). A strategic planning process for public and nonprofit organizations. *Long Range Planning, 21*(1), 73-81.

The strategic planning team did not go on to draft a "vision of success" for the city. One reason why this was not done was that the team encountered difficulty in developing a mission statement that all could support. The difficulty wasn't involving content, interestingly enough; the difficulty was over style. The city manager felt that a mission statement should give a person "goose bumps," and the team had trouble drafting a mission statement that did. Finally, the city manager relented and supported a mission statement that had less of a physiological effect.

An interesting result of the city's strategic planning effort has been the recognition by members of the city council that they have not been an effective policy-making board. As a result, they hired a nationally known consultant on effective governance to help them become better policymakers. The city manager and assistant city manager are convinced that as the council becomes more effective, strategic planning for the city also will become more effective.

Example #2
Public Health Nursing Service

Public Health Nursing Service (Nursing Service) is a unit of the government of a large, urban county in the same state as Suburban City. The county executive director decided to explore the utility of strategic planning for the county by asking several units of county government, including Nursing Service, to undertake strategic planning.

Nursing Service is required by statute to control communicable diseases, and it also provides a variety of public health services at its clinics throughout the county. In 1984, Nursing Service had over 80 staff members and a budget of approximately $3.5 million.

The strategic planning team was led by the director of the service, who was a major supporter of the process. Other sponsors, though not strong supporters, included the county's executive director and the director of the department of public health, of which Nursing Service is a part. The department's health planner was an active and dedicated promoter of the process.

The director, deputy director, and staff of Nursing Service saw strategic planning as an opportunity to rethink the service's mission and strategies in light of the rapidly changing health care environment. They were concerned, however, that they had been selected as "guinea pigs" for the executive director's experiment in strategic planning. Nursing Service has always lived with the fear that it would be taken over, put out of business, or otherwise circumvented by the county government's huge medical center, a famous hospital that was considering entering the home health care field (Nursing Service's main business) at the same time that Nursing Service began its strategic planning process. Nursing Service was afraid that any information or arguments it created as part of its process might be used against it by the executive director and county board to benefit the medical center. A number of reassurances from the executive director were necessary before Nursing Service would believe it was not being "set up."

As a result of the process, Nursing Service identified a number of strategic issues. The principal issue was what the mission of Nursing Service should be, given the changing health care environment. After rethinking their mission, the Nursing Service team rethought their first set of strategic issues. The team identified a new set of strategic issues concerning how the new mission could be pursued. Those issues were

1. What is the role of Nursing Service in ensuring the health of the citizens of the county?

2. How should Nursing Service deal with the growing health care needs for which there is inadequate or no reimbursement of services?
3. What is the role of Nursing Service (and the county) in ensuring quality in community-based health care?

Nursing Service went on to develop a set of strategies designed to deal with these issues. The set includes

1. differentiation and clarification of line and staff functions for Nursing Service's supervisors and administrators;
2. development of a process for program development and change; and
3. development of an organizational structure which will allow the agency to respond most effectively and efficiently to the needs of communities as well as individuals and families.

By the end of 1987 those strategies should by fully implemented. These strategies do not necessarily deal directly with the strategic issues. Instead, they focus primarily on overcoming the barriers to dealing with the issues. Once the agency is properly organized and has program development and change procedures in place, it will be better able to address the health care needs of the citizens of the county.

Nursing Service also developed a "vision of success" for—itself. The service's idealized scenario of itself and individual health care needs.

Ironically, it was Nursing Service's strategic planning efforts that in part forced strategic planning on the county board. Nursing Service prepared its strategic issues and then was asked to make a presentation to the county board on the issues and desirable strategies to address them. The issues ultimately concerned the county government's role in the health care field and the board's willingness to pay for meeting the health care needs of the county's residents. County board members realized they were completely unprepared to deal with the issues raised by Nursing Service. The board also realized that they might soon be faced with similar vexing issues by other departments engaged in strategic planning. The board felt a need to think about the county government as a whole, and about how to establish priorities, before they were presented with any more policy questions for which they had no answers. The board decided to go on a retreat in order to clarify the county government's mission, to identify strategic issues, and to agree on a process for resolving the issues. They identified eight key issues, including issues prompted by Nursing Service's questions concerning the county's role in health care.

Also ironically, halfway through Nursing Service's planning efforts, the county board forced the county's executive director to resign. Nursing Service then saw the strategic planning process as a real opportunity to think through its position so that it could have the most impact on the thinking of the new executive director.

Learning Experience Guide #29

Managing Information

Purpose
Participants will gain an understanding of the process of identifying, collecting, and managing information for use in organizational strategic planning and decision-making.

Behavioral Objective

Given:	Organizational planning and operational decisions (decisions that need to be made by an administrator in an organization).
Behavior:	Identify and critique the process of collecting and managing information for planning and decision-making.
Standard:	Properly use the steps in the *Information Management Process* as presented in the learning experience, so that optimum decisions are made.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Determine the information needs required to make an organizational decision(s). 2. Identify, collect, and manage the needed information for decision-making. 3. Implement the decision(s). 4. Monitor and evaluate the effectiveness of the management information system for optimum decision-making.	1. Review the Management Information Process. 2. Recall the cognitive decision-making process reviewed in "Decision-Making: Cognitive Model." 3. Recall the (Bryson, 1988b) strategic planning process reviewed in the learning experience, "Organizational Planning." 4. Recall the organizational variables that influence the management information process for decision-making and strategic planning. 5. Recall the principles of effective oral and written communication. 6. Review the representative data collection tools, outlined in the course materials.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Lead a discussion about the importance for those in leadership roles to systematically manage information if they are to be effective in decision-making and strategic planning, and the challenge this presents. For example, most of us are required to process large amounts of information each day, often creating information anxiety (Wurman, 1990). How do we currently do this? Ask participants to a. identify the process they currently use to obtain information for decisions. b. discuss the challenge that this often presents in an information society. c. review the tools they currently use to manage the process.	Trans.: MG1.T
	2. Present the purpose and the behavioral objective of this learning experience.	MG2.T
Need-To-Know Information	3. Present a lecture on a. the purpose of management information systems (MIS) (i.e., identification, collection, organization, and management of information for organizational planning and decision making):	Trans.: MG3.T
	b. the following eight steps of the management information process:	MG4.T
	(1) Determine what information is needed. (2) Select appropriate sources of information. (3) Identify appropriate strategies or tools for collecting the information. (4) Collect or gather the information. (5) Organize the information. (6) Analyze the information. (7) Summarize and describe the information. (8) Present the information. Explain how systems theory identifies vocational-education organizations' inputs, transformations, and outputs and provides an overview of information sources and stakeholders.	Handout: MG1.H

Lesson Stage	Instructor Actions	Resources
Demonstration	4. Review the Bryson (1988b) strategic planning model, and explain that strategic planning is an interactive process of evaluating information at each step and then acting on it for continuous quality improvement. For example, an important first step is to assess the internal and external environment through environmental scanning. This process employs a range of strategies to collect information for trend analyses and to develop possible scenarios. Review the Decision-Making Process; explain the importance and role of information identification, collection, organization, and management at each step.	Trans.: MG5.T MG6-7.T
Guided Practice	5. Form small groups (3-5 members). Ask members to review the strategic planning case studies originally discussed in the learning experience, "Strategic Planning" (or discuss the case study, *Application to Golden Valley*). Using the *Management Information Process Worksheet*, group members should determine a. What information was needed? b. What sources of information should have been considered? c. What strategies or tools for collecting the information should have been used? d. How should the information have been gathered? e. In what way should the information have been organized? f. What analysis of the information should have been considered? g. How should the information have been summarized and described? h. To whom should the information have been presented? Members should present each group's analysis to the class and compare responses.	Handouts: MG2-4.H

Lesson Stage	Instructor Actions	Resources
Unguided Practice	6. Ask participants to observe or ask an administrator or mentor about a recent organizational problem analysis or strategic planning analysis. Using the *Management Information Process Worksheet*, review the management information process used. Submit a five-page critique of the process, and offer recommendations if improvements are warranted, based on the criteria presented in class.	Handout: MG5.H
Evaluation	7. Review the *Management Information Process Worksheets* and their critiques.	
Feedback	8. Comment in writing on each critique and return them to participants.	
	[Estimated In-Class Time: 3 hours] [Estimated Out-of-Class time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	7 transparencies (MG1-7.T)
Handouts:	*Management Information Resources and Tools* (MG1.H) *Management Information Process Worksheet* (MG2.H) *Strategic Planning Case Study #1* (MG3.H) *Application to Golden Valley Case Study* (MG4.H) *Out-of-Class Assignment: Information Management Critique* (MG5.H)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (MG1-7.T)
1 distribution of handouts (MG1-5.H)

E. Optional activity

Review with participants the databases, Internet, and other technological support available for the management of information. Provide hands-on experience and encourage participants to use the tools during the program.

Supplemental Readings

Bryson, J. M. (1988a). *Strategic planning for public and nonprofit organizations*. San Francisco: Jossey-Bass.

Bryson, J. M. (1988b). A strategic planning process for public and nonprofit organizations. *Long Ranging Planning, 21*(1), 73-81.

Bryson, J. M., & Roering, W. D. (1987). Applying private sector strategic planning in the public sector. *Journal of the American Planning Association, 53*(1), 9-22.

Drucker, P. (1980a, April 10). Managing the information explosion. *The Wall Street Journal*, p. 24.

Drucker, P. (1980b). *Managing in turbulent times*. New York: Harper & Row.

Hermann, J. (1989). External and internal scanning: Identifying variables that affect your school. *NASSP Bulletin, 73*(520), 48-52.

Lunenburg, F., & Ornstein, A. (1991). *Educational administration: Concepts and practices*. Belmont, CA: Wadsworth.

Mauriel, J. J. (1989). *Strategic leadership for schools: Creating and sustaining productive change*. San Francisco: Jossey-Bass.

Meltzer, M. (1981). *Information: The ultimate resource*. New York: AMACOM.

Wurman, R. S. (1990). *Information anxiety: What to do when information doesn't tell you what you need to know*. New York: Bantam Books.

Notes for Presentation of Rationale

A. Those in leadership roles need to systematically collect and use information if they are to be effective in decision-making and strategic planning. Drucker (1980a) states that, "information is the manager's main tool, indeed it is [the manager] who must decide what information he [sic] needs and how to use it" (p. 24). Information serves as the basis for decision making, strategic planning, and realizing desired outcomes. Information results from analyzing, synthesizing, and evaluating available data. According to Meltzer (1981), knowledge is information put to use and involves the production, processing, and distribution of information goods and services. Effective management information systems provide leaders with access to information related to such areas as resources, strategies, and performance.

B. Present the Purpose and Behavioral Objective.

Purpose:	Participants will gain an understanding of the process of identifying, collecting, and managing information for use in organizational strategic planning and decision-making.
Given:	Organizational planning and operational decisions (decisions that need to be made by an administrator in an organization).
Behavior:	Identify and critique the process of collecting and managing information for planning and decision-making.
Standard:	Properly use the steps in the *Information Management Process* as presented in the learning experience, so that optimum decisions are made.

C. Present the *LAI* Definition.

Information management: Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Notes for Presentation of Need-To-Know Information

A. Management Information Overview

Management information systems (MIS) facilitate the identification, collection, organization, and management of information for organizational planning and decision making. Many planning and decision-making models emphasize the importance of MIS to effective leaders.

Hermann (1989) describes problem solving as the ability to seek out relevant data and analyze complex information to determine the important elements of a problem—searching for information with a purpose. Depending on the classification of the problem that needs to be addressed (e.g., planning, operational) information analysis and management may take different forms.

The Decision-Making Model (see transparency MG7.T) provides an opportunity to review information analysis needs for each step of the process from identification through evaluation. For example, as depicted in the Bryson (1988a) Strategic Planning Process, when MIS is applied to a planning context, an important first step is to assess the internal and external environments through environmental scanning. This process employs a range of strategies to collect information for trend analyses and to predict possible scenarios. Strategic planning is an interactive process of evaluating information and then acting upon it for continuous organizational improvement.

Vocational education organizations are dynamic and comprehensive systems, consisting of interrelated subsystems and interactions with a complex external environment. Systems theory provides a framework for analyzing inputs, transformations, and outputs through which decision-makers can view appropriate sources of information (see MG4.T transparency).

B. Management Information Systems

Management information systems (MIS) consist of several essential steps to identify, collect, organize, analyze, and manage information, including the following (see also transparency MG3.T).

1. **Determine what information is needed**. At the outset, decision-makers need to determine if information should be collected or if it currently exists. If data collection is warranted, the type of information needed should be analyzed. Key steps include the following: (1) identifying information that is known about a problem (i.e., facts or documented sources of known information), (2) categorizing available information, (3) identifying information gaps, (4) determining information needs (i.e., data collection), and (5) prioritizing information needs by selecting and ranking those most important.

2. **Select appropriate sources of information.** The next step involves ascertaining the most appropriate sources of information. Key elements include (1) identifying potential sources of information, (2) recognizing and evaluating potential bias associated with each source, (3) analyzing costs associated with gathering information, (4) anticipating consequences of using specific sources (i.e., credibility, reliability), and (5) prioritizing all feasible sources.

3. **Identify appropriate strategies or tools for collecting information.** After sources have been identified, decision-makers need to consider the most appropriate strategy, or strategies, for collecting information. Depending on the decision to be made, different sources will offer particular strengths and limitations, as well as associated costs. Cost-benefit analysis of these factors will help determine the most valuable information to collect. Essential steps include (1) identifying a variety of strategies for collecting information by listing potential tools, (2) analyzing procedures involved in data collection (surveys, observations, document analysis), (3) analyzing costs associated with information collection strategies, (4) identifying recognized sources of information and using resources to obtain information, (5) interpreting reliability and validity measurements associated with specific procedures, (6) prioritizing strategies by ranking them according to their benefit and cost, and (7) selecting the most appropriate strategies to employ.

[Refer to Handout MG1.H for an overview of Management Information Resources and Tools.]

4. **Collect and gather the information.** Decision-makers collect information from a wide range of sources. They also need to have the knowledge and skills to direct others to seek out information. Key steps often include (1) administering tests and measuring results, (2) designing and conducting mail surveys, (3) conducting individual interviews, (4) conducting small group-interviews, (5) conducting large-group discussions, (6) making observations and recording detailed notes, (7) using library resources to collect information (e.g., literature search on CD-ROM), and (8) using small group information-collection activities (e.g., conducting focus groups).

5. **Organize the information.** Collected information needs to be organized to be useful for decision-making. Computer technology is a valuable tool for several phases of information organization, including classifying and coding data. Key components often include: assembling relevant information by developing effective organizational systems, developing categories for classifying information, using databases and spreadsheets to organize information, and creating a computerized management information system (MIS) to facilitate information retrieval.

6. **Analyze the information.** Decision-makers often analyze a wide range of qualitative and quantitative information that may require several forms of analyses such as looking for trends, patterns of information, and significant relationships. Key steps often include (1) comparing information across classifications or categories, (2) identifying patterns of response in information, (3) recognizing trends in information, (4) identifying relationships among factors by separating important relationships from unimportant ones, and (5) differentiating between relevant and irrelevant findings.

7. **Summarize and describe the information.** Decision-makers need to summarize and describe information to make it useful. Key strategies often involve (1) using descriptive statistical analysis to summarize numerical information and to interpret other forms of data, (2) using graphics software applications to highlight information, (3) producing narrative summaries of information to organize and analyze key points, and (4) developing concluding statements (executive summaries) that are consistent with the analyses.

8. **Present the information (if appropriate).** Decision-makers often need to present information in a logical and persuasive way to a variety of stakeholders. This step involves several analysis variables as reviewed in the learning experience,

"Using Effective Presentation Skills." Integral elements often include (1) analyzing your audience, purpose, and speaking environment; (2) reviewing the topic; (3) researching the topic; and (4) identifying key points; (5) preparing a rough draft of the presentation including an introduction, discussion, and conclusion; (6) analyzing appropriate methods; (7) developing notes, media, and support materials; and (8) using effective oral and written communication.

C. Management Information Resources and Tools

Information can be found in many places and in many forms. It is important to identify and define the information needed in order to select the most appropriate source(s) to use in locating it. Libraries (institutional or public) and private information brokers offer a variety of services. On-line information is often available via computers connected to a modem, including electronic resources and Internet access.

Print and electronic sources of information may be considered. The following tools and resources vary in the format and type of information contained. This list is not exhaustive, but provides examples of resources and tools generally available.

1. **CD-ROMs**. CD-ROM stands for "compact disc, read only memory," which is a new information technology that uses optical discs produced and read by a laser. CD-ROMs are played on special disc drives attached to microcomputers. Each disc can hold over 550 megabytes of information in the form of journal indexes and abstracts, full texts of newspapers or dictionaries, statistical data, maps or graphics. In addition to storing volumes of words, numbers, or images, CD-ROMs have powerful indexing capabilities for retrieving relevant information. Examples of CDs include

    a. *Dissertation Abstracts Ondisc.* Contains bibliographic citations, and abstracts for doctoral dissertations (as well as some masters' theses) completed at accredited North American universities; recent years also include selected abstracts from some European institutions; updated semi-annually.

    b. *Econlit.* Contains bibliographic citations and selected abstracts to the professional and scholarly literature in the field of economics and related disciplines, including journals, books, chapters in books, and conference proceedings; updated quarterly.

    c. *Newspaper Abstracts Ondisc.* Indexing and brief abstracts to eight major national newspapers, including *New York Times*, *Wall Street Journal*, *Chicago Tribune*, and *Los Angeles Times*; updated monthly.

    d. *Sociofile.* Contains abstracts of journal articles in sociology and related disciplines, combing coverage of most of *Sociological Abstracts* and *Social Planning/Policy and Development Abstracts (SOPODAY)*; updated three times per year.

2. **Public Access Library Catalogs.** Computerized databases contain information on what the library owns (the card catalog on-line). Many of these are accessible via the Internet (described below). On-Line Electronic Databases provide access to general and specialized information. The following are examples of the many databases available:

a. *ERIC*. Journal articles and reports in education.

b. *FactSearch*. A guide to facts and statistics on current issues, drawn from periodicals, newspapers, and congressional hearings.

c. *PAISDecade*. Contains more than 200,000 records representing articles, books, conference proceedings, government documents, book chapters, and statistical directories about public affairs. Topics covered include business, government, international relations, banking, environment, health, social sciences, demographics, law and legislation, political science, public administration, finance, agriculture, education, and statistics.

d. *PerAbs*. Contains more than 650,000 records describing significant articles from 950 top general and academic journals; also contains records of transcripts of significant segments of more than 30 news and lifestyle oriented television programs.

e. *ReadersGuide*. Indexes a core of popular periodicals. Subject coverage includes current events, news, fine arts, fashion, education, business, sports, health and nutrition, and consumer affairs. No abstracts.

f. *SocioInd*. Indexes more than 350 key international journals in social sciences. Describes feature articles, biographical sketches, interviews, obituaries, scholarly replies to the literature, and book reviews.

g. *WilBus Abs*. Provides cover-to-cover indexing and abstracting for more than 300 international business magazines. The 50-150 word abstracts offer precise descriptions of the content and scope of each article.

3. **Government Information**. The U.S. government publishes a wide variety of information resources. Documents can be identified through the Government Documents Catalog Service (Impact) available on CD-ROM. Census information, publications from the U.S. Department of Education, reports, and indexes are only a part of what the government publishes. Consult a local library for information on government publications.

4. **Selected Dissemination of Information Services (SDI).** SDI services are intended to provide information on a selected topic(s). It is especially valuable for environmental scanning. Topics can be selected from a list. Profiles in areas of interest can be created and information selected. Local libraries or professional associations will provide an overview of SDI services available.

5 **Accessing Information Using the Internet.** The Internet is a worldwide network of computer networks. The Internet has the following three main capabilities: (1) messaging, (2) remote log-in, and (3) file exchange. These capabilities enable Internet to be used for many purposes, including

   a. *LISTSERV*. Lists are accessed through the Internet; these are electronic discussions on a particular subject. These lists can be valuable sources of information in particular fields of interest, enabling people around the world to exchange information and ask and answer questions on topics of interest. Some examples of LISTSERV lists follow:

(1) ***ASSESS@UKCC***. Provides for informal dialog on assessment issues and policies, as well as information on current practices in higher education. The purpose is to provide a forum for the exchange of ideas, models, resources, and practical strategies on student assessment of learning and institutional effectiveness.

(2) ***NEWEDUL@USCVM***. New Paradigms in Education. Dedicated to experimenting with and exploring new ways to educate.

b. *TELNET*. Remote log-in allows a network user to connect to a remote computer and use it as if the local computer were a terminal of the remote machine. Many library catalogs around the world use TELNET capability.

c. *ELECTRONIC JOURNALS AND NEWSLETTERS*. Covers a wide range of serial publication types: (1) newsletters, (2) magazines, (3) peer-reviewed journals, and (4) new kinds of publications.

d. *GOPHER*. Gopher is a protocol and software package designed to search, retrieve, and display documents from remote sites on the Internet. Many campuses now have gophers; information available through gophers vary. Typical offerings include newswire reports, access to library catalogs, campus calendars, and reference tools. Some gophers offer access to gophers at other locations.

Amount of Information We Process Daily

According to Wurman (1990), we are facing several challenges relating to managing information in our personal and professional lives. For example,

> In one year, the average American will read or complete 3,000 notices and forms, read 100 newspapers and 36 magazines, watch 2,463 hours of television, listen to 730 hours of radio, buy 20 records, talk on the phone almost 61 hours, read 3 books, and spend countless hours exchanging information in conversation. Thus we spend most of our working hours with information . . . . The information we ingest shapes our personalities, contributes to the ideas we formulate, and colors our view of the world. (pp. 203-204)

> One of the most anxiety inducing side effects of the information era is the feeling that you have to know it all. (p. 207)

> The number of scientific articles and journals being published around the world has grown so large that it is starting to confuse researchers, overwhelm the quality control systems of science, encourage fraud, and distort the dissemination of important findings. (p. 208)

Managing Information

Purpose: Participants will gain an understanding of the process of identifying, collecting, and managing information for use in organizational strategic planning and decision-making.

Behavioral Objective:

Given: Organizational planning and operational decisions (decisions that need to be made by an administrator in an organization).

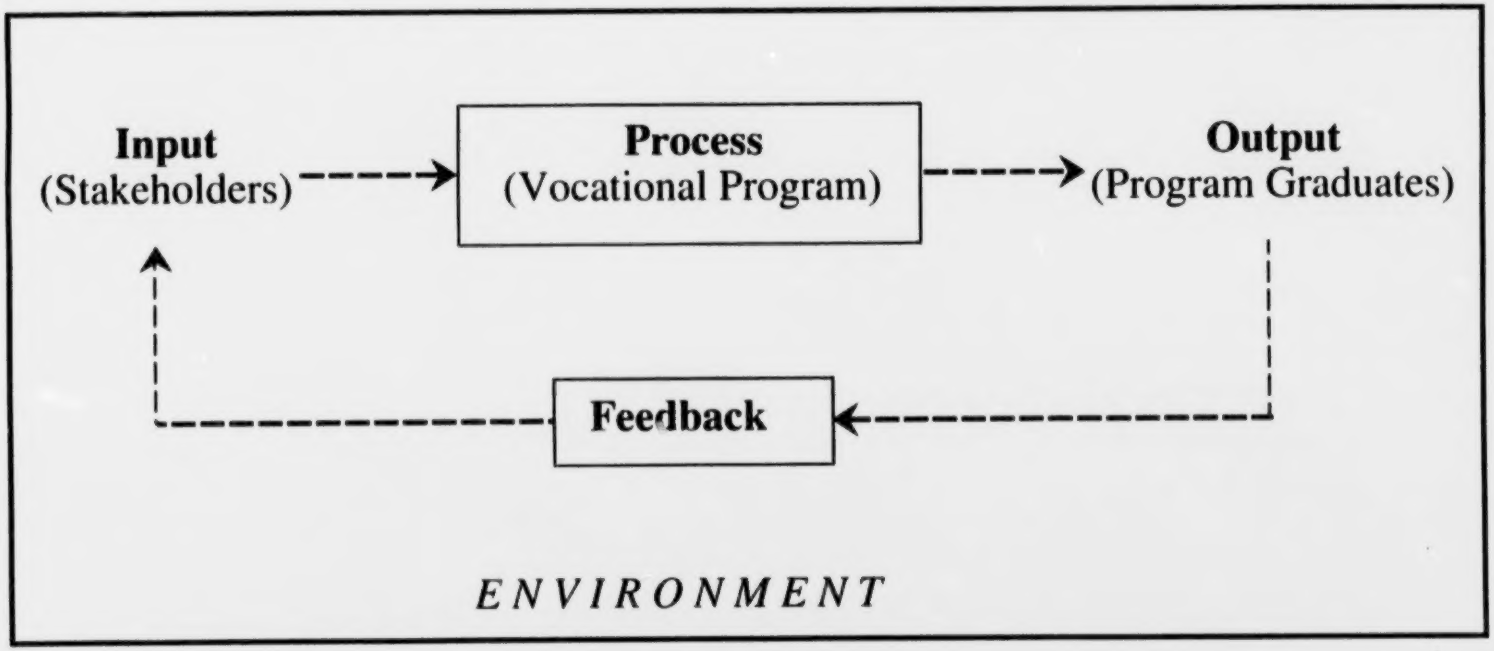
Behavior: Identify and critique the process of collecting and managing information for planning and decision-making.

Standard: Properly use the steps in the *Information Management Process* as presented in the learning experience, so that optimum decisions are made.

Information Management Process

- Determine what information is needed.
- Select appropriate sources of information.
- Identify appropriate strategies or tools for collecting information.
- Collect and gather the information.
- Organize the information.
- Analyze the information.
- Summarize and describe the information.
- Present the information.

Vocational Program System



Input
(Stakeholders)

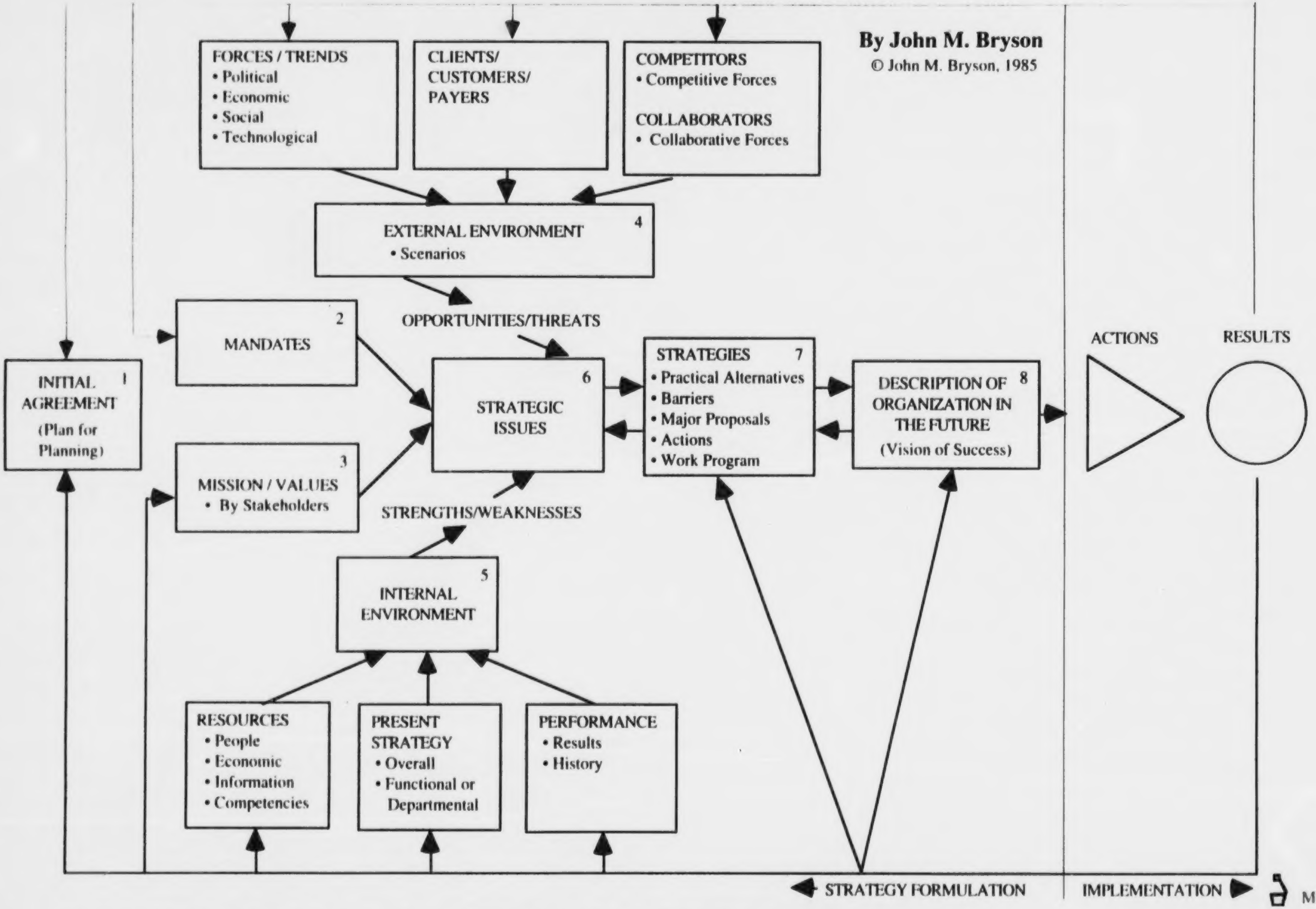
Process
(Vocational Program)

Output
(Program Graduates)

Feedback

ENVIRONMENT

Figure 1—STRATEGIC PLANNING PROCESS


FORCES / TRENDS
• Political
• Economic
• Social
• Technological
CLIENTS/ CUSTOMERS/ PAYERS
COMPETITORS
• Competitive Forces
COLLABORATORS
• Collaborative Forces
EXTERNAL ENVIRONMENT 4
• Scenarios
OPPORTUNITIES/THREATS
MANDATES 2
INITIAL AGREEMENT 1
(Plan for Planning)
MISSION / VALUES 3
• By Stakeholders
STRATEGIC ISSUES 6
STRENGTHS/WEAKNESSES
INTERNAL ENVIRONMENT 5
RESOURCES
• People
• Economic
• Information
• Competencies
PRESENT STRATEGY
• Overall
• Functional or Departmental
PERFORMANCE
• Results
• History
STRATEGIES 7
• Practical Alternatives
• Barriers
• Major Proposals
• Actions
• Work Program
DESCRIPTION OF ORGANIZATION IN THE FUTURE 8
(Vision of Success)
ACTIONS
RESULTS
STRATEGY FORMULATION
IMPLEMENTATION

By John M. Bryson

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MG5.T
OP4.II
OP5.T

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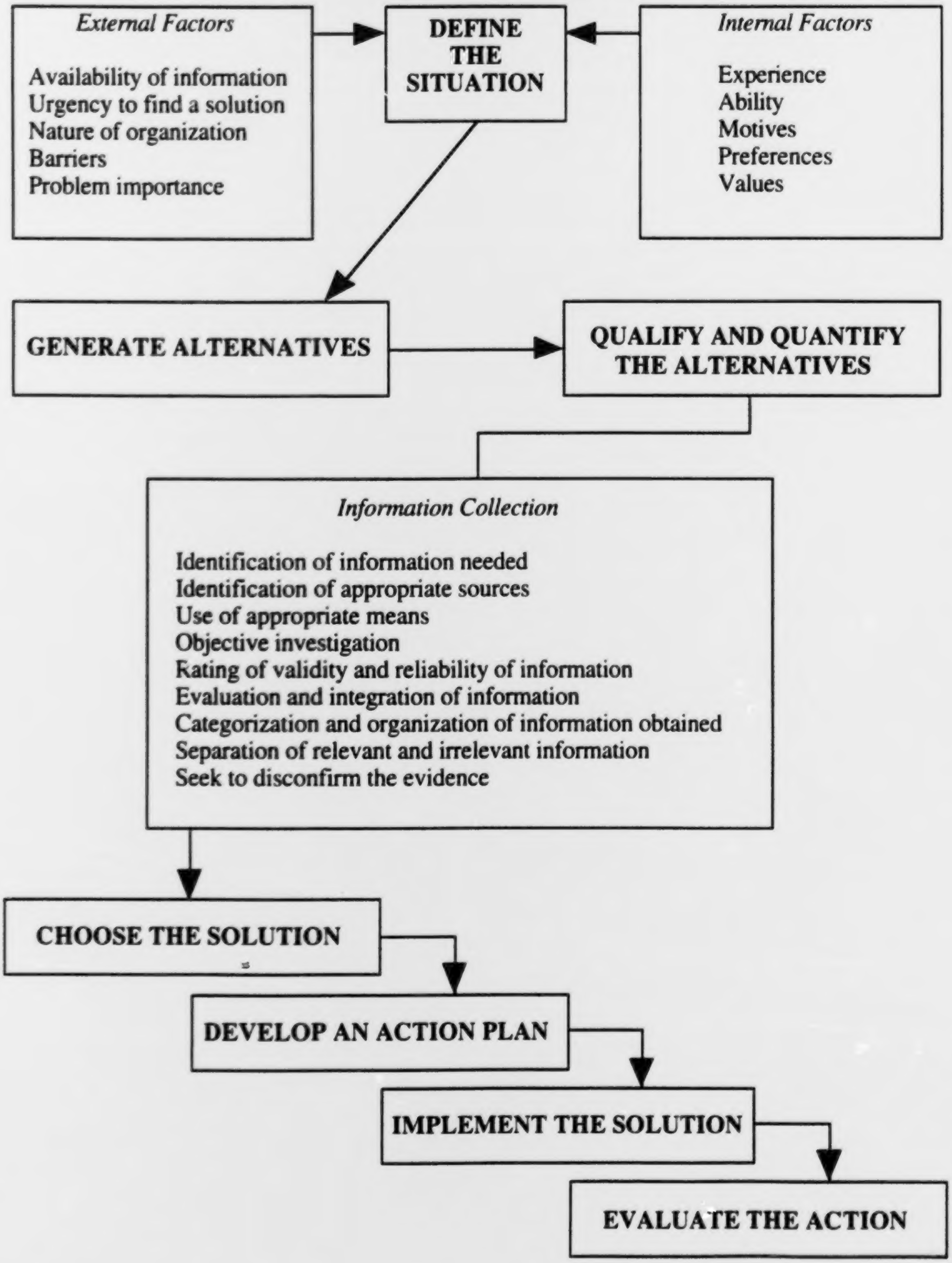
Decision-Making Model

- Define the situation.
- Generate alternatives.
- Qualify and quantify the alternatives.
- Choose the solution.
- Develop an Action Plan.
- Implement the solution and take action.
- Evaluate the action.

Examples of Information Needs in the Decision-Making Model



External Factors

Availability of information
Urgency to find a solution
Nature of organization
Barriers
Problem importance

DEFINE THE SITUATION

Internal Factors

Experience
Ability
Motives
Preferences
Values

GENERATE ALTERNATIVES

QUALIFY AND QUANTIFY THE ALTERNATIVES

Information Collection

Identification of information needed
Identification of appropriate sources
Use of appropriate means
Objective investigation
Rating of validity and reliability of information
Evaluation and integration of information
Categorization and organization of information obtained
Separation of relevant and irrelevant information
Seek to disconfirm the evidence

CHOOSE THE SOLUTION

DEVELOP AN ACTION PLAN

IMPLEMENT THE SOLUTION

EVALUATE THE ACTION

Management Information Resources and Tools

Information can be found in many places and in many forms. It is important to identify and define the information needed in order to select the most appropriate source(s) to use in locating it. Libraries (institutional or public) and private information brokers offer a variety of services. On-line information is often available via computers connected to a modem, including electronic resources and Internet access.

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    c. *Newspaper Abstracts Ondisc*. Indexing and brief abstracts to eight major national newspapers, including New York Times, Wall Street Journal, Chicago Tribune, and Los Angeles Times; updated monthly.

    d. *Sociofile*. Contains abstracts of journal articles in sociology and related disciplines, combing coverage of most of "Sociological Abstracts" and "Social Planning/Policy and Development Abstracts (SOPODAY);" updated three times per year.

2. **Public Access Library Catalogs.** Computerized databases contain information on what the library owns (the card catalog on-line). Many of these are accessible via the "Internet" (described below). Online Electronic Databases provide access to general and specialized information. The following are examples of the many databases available:

    a. *ERIC*. Journal articles and reports in education.

    b. *FactSearch*. A guide to facts and statistics on current issues, drawn from periodicals, newspapers, and congressional hearings.

    c. *PAISDecade.* Contains more than 200,000 records representing articles, books, conference proceedings, government documents, book chapters, and statistical directories about public affairs. Topics covered include business, government, international relations, banking, environment, health, social sciences, demographics, law and legislation, political science, public administration, finance, agriculture, education, and statistics.

    d. *PerAbs.* Contains more than 650,000 records describing significant articles from 950 top general and academic journals; also contains records of transcripts of significant segments of more than 30 news and lifestyle oriented television programs.

    e. *ReadersGuide.* Indexes a core of popular periodicals. Subject coverage includes current events, news, fine arts, fashion, education, business, sports, health and nutrition, and consumer affairs. No abstracts.

    f. *SocioInd.* Indexes more than 350 key international journals in social sciences. Describes feature articles, biographical sketches, interviews, obituaries, scholarly replies to the literature, and book reviews.

    g. *WilBus Abs.* Provides cover-to-cover indexing and abstracting for more than 300 international business magazines. The 50 - 150 word abstracts offer precise descriptions of the content and scope of each article.

3. **Government Information**. The U.S. government publishes a wide variety of information resources. Documents can be identified through the Government Documents Catalog Service (Impact) available on CD-ROM. Census information, publications from the US Department of Education, reports, indexes are only a part of what the government publishes. Consult a local library for information on government publications.

4. **Selected Dissemination of Information Services (SDI)**. SDI services are intended to provide information on a selected topic(s). It is especially valuable for environmental scanning. Topics can be selected from a list of topics. Profiles in areas of interest can be created and information selected. Local libraries or professional associations will provide an overview of SDI services available.

5. **Accessing Information Using the Internet**. The Internet is a worldwide network of computer networks. The Internet has three main capabilities: messaging, remote log-in, and file exchange. These capabilities enable Internet to be used for many purposes, including:

    a. *LISTSERV.* Lists are accessed through the Internet; these are electronic discussions on a particular subject. These lists can be valuable sources of information in particular fields of interest, enabling people around the world to exchange information and ask and answer questions on topics of interest. Some examples of LISTSERV lists follows.

        (1) *ASSESS@UKCC.* Provides for informal dialog on assessment issues and policies, as well as information on current practices in higher education. The purpose is to provide a forum for the

exchange of ideas, models, resources, and practical strategies on student assessment of learning and institutional effectiveness.

(2) *NEWEDUL@USCVM*. New Paradigms in Education. Dedicated to experimenting with and exploring new ways to educate.

b. *TELNET.* Remote log-in allows a network user to connect to a remote computer and use it as if the local computer were a terminal of the remote machine. Many library catalogs around the world use TELNET capability.

c. *ELECTRONIC JOURNALS AND NEWSLETTERS.* Covers a wide range of serial publications: newsletters, magazines, peer-reviewed journals, and new kinds of publications.

d. *GOPHER.* Gopher is a protocol and software package designed to search, retrieve, and display documents from remote sites on the Internet. Many campuses now have gophers; information available through gophers vary. Typical offerings include newswire reports, access to library catalogs, campus calendars, and reference tools. Some gophers offer access to gophers at other locations.

Management Information Process Worksheet

1. What information was needed?
2. What sources of information should have been considered?
3. What strategies or tools for collecting the information should have been used?
4. How should the information have been gathered?
5. In what way should the information have been organized?
6. What analysis of the information should have been considered?
7. How should the information have been summarized and described?
8. To whom should the information have been presented?

Strategic Planning Case Study #1

Suburban City is an older, middle class, "first ring" suburb of a major metropolitan city in the American Midwest. Suburban City is regarded among city management professionals as one of the best managed cities in the state. The city has 227 employees and an annual budget of $25.6 million dollars. The assistant city manager was the leader of the strategic planning team. The city manager was a strong supporter and member of the team. The team performed a stakeholder analysis, developed a mission statement, identified strategic issues, and developed strategies to deal with its most important issues.

The following strategic issues were identified:

1. What should the City do to enhance and improve its vehicular and pedestrian movements throughout its hierarchy of transportation facilities?
2. What should the City do to attract high quality housing that meets the needs of a changing population and maintains the integrity of the existing housing stock?
3. What should the City do to maintain its physical facilities while responding to changing demands for public services?
4. What should the city do to restore confidence in its water quality and supply?

Strategies were developed to deal with all of these issues, but we will consider the strategies stemming from the last two. The first step in responding to changing demands for public services was to undertake a major survey of households and businesses in the city to uncover preferences for services. Now that the survey is complete, city staff are rearranging and reorganizing services and delivery mechanisms to respond effectively.

Suburban City residents became worried, to the point of panic, when the city's water supply was found to be contaminated by uncontrolled seepage from a creosote plant. The city immediately closed down the affected wells and began a major cleanup effort. The water *quality* problem was cleared up, but the public *perception* that the city had a serious water quality problem persisted. City staff undertook a public education effort to deal with this misperception, and another effort was undertaken to deal with the remaining—and real, not just perceived—problem of water *quantity*.

Reprinted with permission: Bryson, J. M. (1988). A strategic planning process for public and nonprofit organizations. *Long Range Planning, 21*(1), 73-81.

The strategic planning team did not go on to draft a "vision of success" for the city. One reason why this was not done was that the team had had real difficulty developing a mission statement that all could support. The difficulty wasn't over content, interestingly enough, but over style. The city manager felt that a mission statement should give a person "goose bumps," and the team had trouble drafting a mission statement that did. Finally, the city manager relented and supported a mission statement that had less of a physiological effect.

An interesting result of the city's strategic planning effort has been the recognition by members of the city council that they have not been an effective policy-making board. As a result, they hired a nationally known consultant on effective governance to help them become better policymakers. The city manager and assistant city manager are convinced that as the council becomes more effective, strategic planning for the city also will become more effective.

Example #2
Public Health Nursing Service

Public Health Nursing Service (Nursing Service) is a unit of the government of a large, urban county in the same state as Suburban City. The county executive director decided to explore the utility of strategic planning for the county by asking several units of county government, including Nursing Service, to undertake strategic planning. Nursing Service is required by statute to control communicable diseases, and it also provides a variety of public health services at its clinics throughout the county. In 1984, Nursing Service had over 80 staff members and a budget of approximately $3.5 million.

The strategic planning team was led by the director of the service, who was a major supporter of the process. Other sponsors, though not strong supporters, included the county's executive director and the director of the department of public health, of which Nursing Service is a part. The department's health planner was an active and dedicated promoter of the process.

The director, deputy director, and staff of Nursing Service saw strategic planning as an opportunity to rethink the service's mission and strategies in light of the rapidly changing health care environment. They were concerned, however, that they had been selected as "guinea pigs" for the executive director's experiment in strategic planning. Nursing Service has always lived with the fear that it would be taken over, put out of business, or otherwise circumvented by the county government's huge medical center, a famous hospital that was considering entering the home health care field (Nursing Service's main "business") at the same time that Nursing Service began its strategic planning process. Nursing Service was afraid that any information or arguments it created as part of its process might be used against it by the executive director an county board to benefit the medical center. A number of reassurances from the executive director were necessary before Nursing Service would believe it was not being "set up."

As a result of the process, Nursing Service identified a number of strategic issues. The principal issue was what the mission of Nursing Service should be, given the changing health care environment. After rethinking their mission, the Nursing Service team rethought their first set of strategic issues. The team identified a new set of strategic issues concerning how the new mission could be pursued. Those issues were

- What is the role of Nursing Service in ensuring the health of the citizens of the county?
- How should Nursing Service deal with the growing health care needs for which there is inadequate or no reimbursement of services?
- What is the role of Nursing Service (and the county) in ensuring quality in community-based health care?

Nursing Service went on to develop a set of strategies designed to deal with these issues. The set includes

- Differentiation and clarification of line and staff functions for Nursing Service's supervisors and administrators;
- Development of a process for program development and change; and
- Development of an organizational structure which will allow the agency to respond most effectively and efficiently to the needs of communities as well as individuals and families.

By the end of 1987 those strategies should be fully implemented. These strategies don't necessarily deal with the strategic issues directly. Instead, they focus primarily on overcoming the barriers to dealing with the issues. Once the agency is organized properly and has program development and change procedures in place, it will be better able to address the health care needs of the citizens of the county.

Nursing Service also developed a "vision of success" for itself. The Service's idealized scenario of itself and individual health care needs.

Ironically, it was Nursing Service's strategic planning efforts that in part forced strategic planning on the county board. Nursing Service prepared its strategic issues and then was asked to make a presentation to the county board on the issues and desirable strategies to address them. The issues ultimately concerned the county government's role in the health care field and the board's willingness to pay for meeting the health care needs of the county's residents.

County board members realized they were completely unprepared to deal with the issues raised by Nursing Service. The board also realized that they might soon be faced with similar vexing issues by other departments engaged in strategic planning. The board felt a need to think about the county government as a whole, and about how to establish priorities, before they were presented with any more policy questions for which they had no answers. The board decided to go on a retreat in order to clarify the county government's mission, to identify strategic issues, and to agree on a process for resolving the issues. They identified eight key issues, including issues prompted by Nursing Service's questions concerning the county's role in health care.

Also ironically, part way through Nursing Service's planning efforts, the county board forced the county's executive director to resign. Nursing Service then saw the strategic planning process as a real opportunity to think through its position so that it could have the most impact on the thinking of the new executive director.

Application to Golden Valley Case Study

Strategic Leadership for Schools: Formulating a Strategic Plan

Strategic decision-making may be better understood when it is applied to a particular school system. The strategic circumstance of Golden Valley district is a convenient application vehicle. The objective is to determine what kind of a school system or array of services should be made available and then to determine how those services may best be made available to the various Golden Valley constituencies. The chief stakeholder groups of the Golden Valley school district and of most other districts are listed below. My definition of a stakeholder group is a constituent body that is significantly affected by or can significantly affect the work of the school system and that has different needs than another constituent body.

- Parents of children now attending the schools
- Parents of children who reside in the local community but attend other schools
- Parents of preschoolers and future parents residing in the district
- Children now attending the schools
- The community of home owners living in the attendance area
- The current school system's staff members
- The local business community
- Local government units providing services in the area

Further Background on the District

Golden Valley is an upper-income first-tier suburb whose parent group is largely professional, with both parents living at home with their children and usually with a female spouse who is not employed in a full-time job outside the home. Yet there are also single-parent and lower-income families, as well as a very small group (one to two percent) who receive AFDC payments. There is also a normal percentage of handicapped children, with a very vocal parent group demanding more services in special education.

About 75% of the residents do not have children in school and are chiefly middle-ages couples, many of whom have had children in the Golden Valley system and who still

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feel good about the schools. Many in the nonparent group are supporters of good neighborhood schools if for no other reason than to keep real estate values high. On average, real estate values in that portion of Golden Valley comprising the school district's attendance area are among the highest in the greater Twin Cities metropolitan area.

In earlier years the citizens of Golden Valley had passed an excess levy override of six mills. It was one of the first suburban systems to take advantage of the special provision in the levy limitation law that allowed a community that could get more than 50% of those voting in a referendum election for additional taxes to levy such taxes for general operating purposes. However, because of the nature of the promises made when the excess levy was proposed and passed, the administration feels that it has two years to produce a long-range plan for continuing high-quality education for the children in the community at a feasible cost. Projections show within five years, the schools will have fewer than 850 students and will be running a deficit of $200,000 to $400,000 per year unless something changes the financial situation before that time.

Drawing on earlier descriptions of Golden Valley as a reasonably well-to-do district with a reputation for high academic quality, we may identify options that it might use to increase its revenues. In Minnesota, the law did permit private solicitations by a school district as long as the funds collected were placed under control of the duly elected school board. In other words, individuals or a private foundation collecting money in the name of the school could provide financial support for the school, but not usually for specific programs or teachers.

On the other hand, an outside foundation formed for the purpose of supporting the school could make program-specific grants to the school. Calculations made at the time by two board members showed that in the face of the worst deficits projected for the future, it would take an average contribution of only $500.00 per family with children in school to balance the district's operating budget. In other years, a smaller amount might suffice. Since this would be a tax-deductible contribution, it would compare very favorably to the $4,000 to $5,000 per year that private independent schools were charging in tuition at that time. Some people view the current Golden Valley schools as providing for them a "public-private" option at a fraction of the cost of the tuition of a private independent school.

The Golden Valley superintendent at the time told the board that the difficulty with private contributions was their uncertainty. Even if enough money was collected in one year to keep current programs operating, there was no guarantee that the next year would bring the same. Some programs and staff members needed longer than year-to-year commitments to operate effectively. Furthermore, there was little local history of successful private fund-raising for public schools at the time. In other words, the district did not deem it wise to take the risks involved in starting something relatively new and unfamiliar and fraught with uncertainty, even though it really would not have been a poor option for the system to pursue.

Other sources of revenue in a well-to-do community such as Golden Valley might include day-care programs, special classes for a fee, and the after-school and preschool programs for profit already mentioned. Such activities would also tap new client groups and thus potentially attract these same people or their children to participate in the regular school program. At the time, however, this kind of effort seemed a bit radical to Golden Valley's administration.

The purpose here is not just to develop a strategy for Golden Valley but to apply the strategic analysis process to a specific situation so as to illuminate its power and effectiveness. Performing the same analysis in any school district would help the administration develop a better and stronger long-term strategy. But if you had been a superintendent of the Golden Valley school system, with the information provided to you in this case, what would you have recommended to the board or what other actions would you have taken? Why?

The sense of the school board was that the community was willing to consolidate if the terms were carefully worked out to save the elementary school and if the older students could attend a nearby secondary school that was perceived to be of high quality. A small group in the community, including two board members, was interested in trying some more radical options for maintaining independent status, but a majority of the board deferred to the superintendent's judgment.

Most board members reacted coolly to radical options such as depending on private donations or counting on attracting enough outside students. Furthermore, they had not been presented with nor had they thought about any great number of fee-for-service programs. Most of their deliberations had been around the "four Cs." They spent a number of years discussing and implementing possibilities for cost reduction and cutting programs and also discussed the questions of cooperation and finally of consolidation with other districts.

The politics and structure of the Golden Valley school community, whose attendance area comprises only one-third of the village of Golden Valley, seem to be relatively unimportant in this case relative to the larger problems facing the school system. More could be done with this kind of analysis in the Golden Valley case, but a simplifying assumption existed in that situation that allows one to proceed further without intimate knowledge of the Golden Valley community. That is the impending enrollment-driven financial crisis. Since the issue of school enrollment decline and financial and program problems so overwhelmed other concerns, it is justifiable to focus on them exclusively.

While the administrators of Golden Valley held equal opportunity as an important value and were genuinely concerned for and paid attention to the less fortunate and handicapped in the district, the primary values of the elected school board and the community centered around concerns for academic excellence, opportunity for personal development, and challenge in formal study, athletics, and cocurricular activities. These two groups felt that the needs of the community were best served by providing a rich and challenging program for all, regardless of background and skill level. The board felt its obligation was to serve the average student well, to serve the gifted student also, and to provide a rich array of opportunities for all. The community also supported the existence of high standards and high academic expectations.

Making the Decision

The incremental approach was followed in Golden Valley. Two key decisions were made. First, a decision was made to seek a merge partner. Second, the decision on which partner to select was made. After much analysis and study, the Golden Valley superintendent recommended that the board seek the best merger partner under the best conditions that could be negotiated while the district was still viable. The school board decided to follow the superintendent's recommendation and seek the best possible arrangement for a consolidation or merger with one of its contiguous suburban school districts. Prior to making this decision, the board obtained reports from the citizens' "futures committee," which described what the school enrollment and financial picture would be if no major changes in district organization or finances were made. The report painted a gloomy picture.

In preparation for the next key decision, which partner to select, the board commissioned a study of the implications of merging with each of the three contiguous suburban districts. For each district, this study, financed by a grant from the Minnesota State Department of Education, examined the programs that would be available to the current Golden Valley students; the financial results; the involuntary termination of teaching staff and what that would mean to current Golden Valley teachers as well as to the number of preparations and quality instruction; the mill rate levies in each taxing authority; and the quality of student life in terms of bus travel time, size of school to be attended, and mix of students. Each of the three resulting impact evaluations was compared on the same measures with the option of maintaining the status quo.

The impact evaluations were presented to the community in a factual, objective manner with no recommendation attached. Printed material describing the implications of each potential merger and of remaining independent was mailed out to community members along with an announcement of a series of public meetings to discuss the issue. During these meetings board members and the superintendent fielded questions. The meetings were reasonable calm, and board members felt that the discussion proceeded smoothly and effectively.

It is interesting to note that no poll was taken of the community. The board "felt" a sort of general consensus and then proceeded to negotiate the best terms it could with each of the three districts so that it could later present a recommendation to the public as to which district Golden Valley should merge with.

Once the decision to consolidate was made, the issue for the Golden Valley board became what conditions should it seek and then what criteria should it use to determine which partner to select. Note that at this stage consideration of all other options ceased. Since none of the potential partners really wanted Golden Valley, the district also needed to educate each of the neighboring districts as to the advantages of taking Golden Valley students. The adjoining districts also had declining enrollments and financial problems and reasoned that if they took on Golden Valley's problems too, they would then be worse off.

However, an analysis of the Golden Valley district's assets and liabilities according to the approach described in Chapter Three could have demonstrated to another school system the value of joining with this district. As the other school boards began to see the advantages of having the large number of "gifted" students, excellent teachers, and media resources from Golden Valley and also realize that Golden Valley's physical facilities could easily be sold for the amount of its bond debt and were therefore not a liability, Golden Valley assumed more bargaining power in the negotiations that followed. In fact, just before consolidation talks entered into their final phases, the middle school and high school complex and grounds were sold for the entire district debt or mortgage value. They were, in fact, sold to a private independent school, which felt that it had made an exceptionally good purchase of a very nice campus. This left the district with an elementary school effectively debt free, and other districts began to find Golden Valley a more attractive acquisition candidate.

The Golden Valley board decided that it wanted any consolidation partner (acquirer would be a better word) to agree to the following terms: (1) inclusion of one of the current Golden Valley board members (to be appointed by the Golden Valley board before it was dissolved) on the new joint school board for at least three years; (2) a guarantee that the elementary school in its neighborhood would remain open for the children in its geographic area for at least five years; and (3) protection for all the Golden Valley teachers who would not have lost their jobs had the district remained independent.

Apart from these terms, the second of which was crucial, the board was seeking (1) the best conditions for its present and future students in terms of peer relationships and smallness of high school, (2) maintenance of certain programs felt to be strong in Golden Valley, (3) the best conditions possible for its present teachers, and (4) a board willing to work with the Golden Valley community during the transition period.

One additional consolidation or cooperation alternative not yet discussed was the possibility of merging or forming some sort of cooperative relationship with the city of Minneapolis, which was also a contiguous district on the eastern border of the Golden Valley attendance area. The Minneapolis superintendent had expressed his interest in discussing a possible relationship with Golden Valley and in fact was the only superintendent who took the initiative in trying to begin such negotiations.

The Golden Valley school board feared the possible consequences of such a partnership because at the time Minneapolis was operating under legal mandate to achieve certain court-ordered desegregation goals and was using some complex business arrangements. Furthermore, Golden Valley was adjacent to what in its view were very poor and troubled areas of the city. There may also have been an unstated concern that large busloads of Golden Valley children might be taken into largely minority-populated schools to help the city achieve its racial balance, and then the currently upper-middle-class white school in Golden Valley would become populated with poor, low-achieving minorities bussed in the opposite direction.

A small minority of white citizens in Golden Valley would have favored the city merger as an enriching experience for the suburb, but the board knew it would not be a popular alternative, and many members honestly believed it would be a poor choice, whether popular or not.

Golden Valley discussed other cooperation options, but after some consideration dismissed them. The feeling was that Golden Valley as an independent school district in its existing attendance area would eventually become too small to operate and that it was better to "shop" for a merger partner while it was still strong enough to negotiate favorable terms. After another series of public meetings and discussions that chiefly involved the sharing of information and facts from the evaluations of the three potential merger pairings, the Golden Valley board decided in 1980 to merge with the contiguous suburban district to its west.

Several factors led to the board's unanimous decision. First, the district it chose had the smallest high school and the highest socioeconomic profile (and thus the closest match on this measure to Golden Valley), met all the Golden Valley board's stipulations, and perhaps most importantly had the only board of the three that actively pursued Golden Valley after the negation process began. Second, this district also promised a great deal of help in the transition and seemed genuinely to look forward to welcoming Golden Valley high school and junior high school students.

Both communities (Golden Valley and its merger partners) accepted the decision, and the merger went smoothly. The Golden Valley community had been well-prepared with facts and information and had been heard. It accepted, though with some sadness, what most considered inevitable—the disappearance of their small personal system. Teachers and students from the soon-to-be-merged districts spent the school year before the actual merger visiting each other's schools and classes, and a great deal of preplanning and extensive involvement by both staff kept the problems of transition to a minimum.

Was this decision the right decision? There will never be a certain answer to that question. What I can say, some ten years after the merger, is that all seems to be going well in the combined district. Golden Valley's process had some flaws, as we have seen. Would the application of one of our strategic decision models or frameworks have helped make a better decision? I leave the answer to this question for the reader to decide.

If a school system takes seriously the issues identified in Chapter Two and the environmental trends discussed in Chapter Three, develops a similar list of additional issues and trends pertinent to its own state and local situation, and then thoroughly conducts the kind or resource examination called for in Chapter Four and market analysis suggested in Chapter Five, it is hard to imagine that it would not determine that it needs a significantly new and different strategy. Thus strategy formulation in the 1990s should rarely end up with a "more of the same only better" strategy. One would expect that the first time a district follows the strategy formulation decision process recommended herein, it would end up deciding to enter new markets; significantly reduce or expand its service offerings; launch a major system restructuring effort; significantly redesign its curriculum; incorporate major technological changes; or make other significant changes in mission, direction, or goals.

Out-of-Class Assignment

Information Management Critique

1. Observe an administrator or mentor or interview her or him about a recent organizational problem analysis or strategic planning analysis. Using the *Information Management Process Worksheet*, review the information management process used.

2. Submit a five-page written critique analyzing the process and offering recommendations (if the process should be improved), based on the criteria presented in class.

Learning Experience Guide #30

Conflict Management

Purpose

Participants will identify their repertoire of conflict-handling skills, develop effective behaviors and strategies to resolve conflicts, and discuss strategies to minimize recurrent conflict and manage interpersonal differences in organizations.

Behavioral Objective

Given:	Conflicts within an organization.
Behavior:	Apply appropriate behaviors and strategies to resolve conflicts.
Standard:	Properly apply the conflict behaviors and strategies outlined in the course materials.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Diagnose conflict situations assessing the level of emotional intensity and conflict handling modes (i.e., assertiveness and cooperativeness) exhibited. 2. Resolve conflicts using appropriate modes, methods, and strategies. 3. Utilize effective behaviors and practices to minimize recurrent conflict and manage interpersonal differences in organizations.	1. Review your repertoire of conflict handling skills. 2. Recall the positive and negative consequences of conflict. 3. Recall the benefits of using collaboration to resolve conflict. 4. Recall the steps of the negotiation process. 5. Recall the behaviors and strategies that should be modeled and used by those in leadership roles to minimize recurrent conflict and manage interpersonal differences in organizations.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Ask participants to identify reasons for interpersonal conflict in organizations. Explain the importance of conflict-resolution skills for those in leadership positions.	
	2. Present the purpose and behavioral objective of this learning experience.	Trans.: CM1.T
Need-To-Know Information	3. Present a lecture on the a. nature of conflict. b. causes of conflict and levels of emotional intensity. c. types of conflict. d. positive and negative consequences of conflict in organizations.	
	4. Ask participants to write down words that describe their approaches to conflicts.	
	5. Present an overview of conflict positions related to assertion and cooperation, including	
	a. competing.	Trans.: CM3.T
	b. accommodating.	CM4.T
	c. avoiding.	CM5.T
	d. collaborating.	CM6.T
	e. compromising.	CM7.T
	Ask participants to assess their repertoire of conflict-handling skills using the *Thomas-Kilmann Conflict Mode Instrument* and compare the results to their initial description of their approach to conflict.	CM2.T CM8-12.T
	6. Discuss conflict management and resolution, including a. attitudes for successful resolution of conflict. b. interpersonal process for conflict management. c. group process for conflict management. d. conflict-resolution model: (1) awareness (2) self-preparation (3) conflict management (needs, beliefs) (4) negotiation (5) summarize and close	

Lesson Stage	Instructor Actions	Resources
Need-To-Know Information (cont.)	e. frame of reference (1) respect/integrity (2) rapport (3) resourcefulness (4) positive presuppositions	Trans.: CM13.T
	7 Explain that in many situations it is desirable to try to reach win-win resolutions and negotiation skills are required. The collaborative negotiation process for conflict resolution includes the following: a. establishing rapport and describing the conflict-resolution process b. sharing goals and objectives for the outcome c. discussing issues, conditions, and positions d. analyzing specific areas of disagreement and conflict e. reassessing positions and determining acceptable conditions and creative solutions (compromises) f. mutually agreeing to a resolution, outlining an action plan, and determining follow-up procedures g. supplementing the action plan h. evaluating the results	CM9.T Handout: CM1.H
	The *Negotiation Worksheet* provides a checklist for planning for negotiation.	Trans.: CM1.TH
	8. Discuss strategies to minimize recurrent conflict and manage interpersonal differences in organizations.	
Demonstration	9. Show videotape.	Video: *Dealing with Conflict* (1992)

Lesson Stage	Instructor Actions	Resources
Guided Practice	9. Form small groups (four members). Ask members to view the conflict video vignettes. After reviewing each situation, ask group members to complete the *Conflict Video Worksheet*, identifying a. the intensity of the conflict exhibited. b. the conflict positions assumed. c. the strategies used to resolve the conflicts. Responses should be shared with the class. *or* Divide participants into groups. Ask group members to share conflict experiences that have happened at work and choose one of the conflicts discussed as an example. Instruct the groups to use no names in their descriptions, and to discuss the conflict as well as the solution (if the conflict was resolved). Have each group write a description of the conflict in one or two paragraphs. (The *Conflict Resolution Critique* can be used as a guide for discussion.) Pair groups. Ask each group to have a representative describe the conflict situation, elaborating and answering questions as necessary. Each group should then use the *Conflict Resolution Critique* worksheet to define the other's conflict, identify action steps to resolve the conflict, and propose the expected outcome. Groups should present the analysis to one another. Each group should react to the other's critique and identify the actual solution implemented and its effectiveness.	Video: *Solving Conflict, Part II* (1993) Handouts: CM2.H CM3.H
Unguided Practice	10. Observe (or ask) an administrator or mentor about recent conflict negotiations. Review the *Conflict Resolution Critique* to assess the process she or he used for resolution.	Handout: CM4.H
Evaluation	11. Review the *Conflict Resolution Critique* and the assessment of the resolution process.	
Feedback	12. Comment in writing on the critique.	
	[Estimated In-Class Time: 3 hours] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	8 transparencies (CM1-8.T)
Handouts:	*Negotiation Worksheet* (CM1.TH) *Negotiation Process for Conflict Resolution* (CM1.H) *Conflict Video Worksheet* (CM2.H) *Group Activity* (CM3.H) *Conflict Resolution Critique* (CM4.H)

B. Materials to be secured by the client

1. *Dealing with Conflict* (Video). (1992). Carlsbad, CA: CRM Film. (20 minutes). [Secure from CRM Film, Carlsbad, CA 92008, (800) 421-0833. FAX: (619) 931-5792. Purchase cost is $745.00; rental cost is $37.50.]
2. *Solving conflict, Part II* (Video vignettes). (1993). West Des Moines, IA: American Media Incorporated. [Secure from American Media Incorporated, 4900 University Avenue, West Des Moines, IA 50266-6769, (800) 262-2557. Fax: (515) 224-0256. Purchase cost is $595.00. Five day rental cost is $140.00.]
3. Thomas, K., & Kilmann, R. (1992). *Thomas-Kilmann Conflict Mode Instrument.* Tuxedo, NY: Xicom. [Secure from Xicom, Woods Road, Tuxedo, NY 10987, (800) 759-4266, Fax: (914) 351-4762. Purchase cost is $5.50 per instrument.]

C. Equipment needed

Overhead projector
VCR and monitor

D. Material preparation

1 set of transparencies (CM1-8.T)
1 distribution of handouts (CM1- 4.H, and CM1.TH)

Supplemental Readings

Dealing with conflict (Video). (1992). Carlsbad, CA: CRM Film.

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Hendricks, W. (1991). *How to manage conflict.* Shawnee Mission, KS: National Press Publications.

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Robert, M. (1982). *Managing conflict from the inside out.* San Diego: Pfeiffer & Co.

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Ury, W. (1991). *Getting past no: Negotiating with difficult people.* New York: Bantam Books.

Notes for Presentation of Rationale

Reasons for Interpersonal Conflict in Organizations

A. In a dynamic organization, conflict cannot be avoided. Differences in interests, understandings, values, styles, and opinions are some of the reasons that interpersonal conflicts exist in organizations. Those in leadership positions need to deal effectively with the positive and negative aspects of conflict, and model appropriate problem-solving behaviors. It is continuously necessary to

1. identify critical issues.
2. identify stakeholders.
3. analyze possible sources of conflict.
4. recognize recurring conflict patterns and minimize interpersonal communication barriers.
5. plan and implement strategies to deal constructively and collaboratively with conflict.

Organizations can be enhanced when conflict is understood and resolution strategies lead to productive outcomes. According to Hendricks (1991),

> the Chinese symbol for conflict is a product of two Chinese words: danger and opportunity. Conflict is neither positive or negative. Resolution can move in either direction. This symbol provides a label for conflict, removing it from the world of the unknown. Conflict does not necessarily mean impending disaster, but includes opportunity. (p. 2)

Schools reflect the increasing conflict present in our society. In recent years, primary stakeholders (i.e., students, teachers, administrators, board members, parents) are voicing their opinions strongly, often encountering differences in pursuit of needs and beliefs. Many different constituencies must work together to achieve positive educational outcomes. Those in leadership roles need to adapt sophisticated *and* effective conflict-resolution skills to function well and create a positive environment of acceptance, mutuality, and autonomy.

B. Common myths about conflict include the following:

1. **Presence of conflict indicates poor management**. Conflict is inevitable. An effective manager anticipates conflict, deals with it as it arises, and works toward creating positive work environments.
2. **Conflict is a sign of low morale.** Conflict can indicate genuine concern, especially in organizations that are dynamic and complex. Conflict can clarify issues and lead toward positive outcomes.
3. **Negative emotions are always destructive**. Human beings display a wide range of emotion, including anger. The important point is to deal with emotions constructively to resolve negative feelings.

4. **Conflict, if avoided, will resolve itself.** Conflict can be avoided, and this is one coping strategy. But it is only *one* strategy. The intensity of conflict varies and, when left alone, can often escalate as well as dissipate.

5. **Conflicts must always be resolved.** As Hendricks (1991) states, this myth stifles creativity, causing a manager to become solution-oriented. Some conflict is best managed by endurance, while others require multiple solutions. Rapid response can sometimes limit success. Failure to review the big picture when coping with a specific problem, even a major one, can become a pitfall during conflict.

C. Present the Purpose and Behavioral Objective.

Purpose:	Participants will identify their repertoire of conflict-handling skills, develop effective behaviors and strategies to resolve conflicts, and discuss strategies to minimize recurrent conflict and manage interpersonal differences in organizations.
Given:	Conflicts within an organization.
Behavior:	Apply appropriate behaviors and strategies to resolve conflicts.
Standard:	Properly apply the conflict behaviors and strategies outlined in the course materials.

Notes for Presentation of Need-To-Know Information

A. *Nature of Conflict.* Conflicts can jeopardize productivity and interfere with interpersonal relationships in organizations. A conflict can be defined as a perceived divergence of interests, or a belief that is so different the parties' current aspirations or goals cannot be achieved simultaneously. In other words, conflict exists when we feel that our concerns are threatened.

Conflict resolution is a communication process for managing a conflict and negotiating a solution. Managing the conflict involves creating constructive emotional states and enabling the disputing parties to understand their differences and similarities (Katz & Lawyer, 1993).

Conflict occurs within a context of perceived interdependence. If the parties in conflict were not interdependent, differences would exist, but conflict would not. Conflict is matter of perception and may involve overt and covert views.

B. *Causes of Conflict and the Emotional Intensity*

1. Conflicts may arise from several sources but they often result from differences in interests, understandings, values, style(s), and opinions. In organizations, many people experience problems due to aggressive behavior, role confusion, stereotyping, and manipulation. The level of complexity and emotional intensity vary, depending on the circumstances and the people involved.

Daily irritations and challenges resulting in low levels of emotional intensity. Often individuals experience ongoing and daily irritations due to a variety of factors. Different personalities, coping mechanisms, and changing life events, however, make it impossible to predict how an individual might respond to an irritant. Conflict resulting from irritations is real, although generally low in intensity. As people work together, it is inevitable that there will be differences in goals, values, and individual needs.

Many individuals employ coping strategies when facing irritants that may be unconscious rather than deliberate. Often individuals avoid rather than confront another at this stage. Obliging is a form of avoidance. If conflicts are to be shared openly, communication needs to be clear, specific, and oriented to a defined problem. If problems can be separated from people, intensity remains low. Listening and participating are essential at this level. Strategies to resolve an irritation should focus on collaboration and shared responsibility. Individuals are generally willing to work out a solution when experiencing a low level of emotional intensity.

Conflicts resulting in moderate levels of emotional intensity. Many conflicts in organizations result in moderate levels of emotional intensity which are linked to competition and a win-lose attitude. When this occurs, individuals tend to polarize, and working out problems is challenging. This often leads to alliances and cliques. When moderate levels of emotional intensity exist, coping strategies are generally ineffective to resolve conflicts. A systematic strategy is necessary or communication can break down, creating a resistance to addressing the real issues. Often individuals will talk in generalities and exaggerate. Competing parties are less likely to present facts objectively. Although the atmosphere may not be hostile, it is usually cautious. At this point, it is important to create a safe and secure environment. When discussing issues, it is important to establish neutral territory, have an agenda, facilitate the discussion, and clarify ground rules (i.e., to be hard on facts and not on people, clarify generalizations, and try to work as a team).

Conflicts escalating to high levels of emotional intensity. When conflicts escalate to high levels of emotional intensity, insider and outsider groups have generally formed and self-interest prevails. The motivation is often to get rid of the problem (i.e., the people involved). Changing a situation or problem solving are generally no longer satisfactory. The merits of arguments or the strength with which positions are addressed often become exaggerated. At this level, it is usually necessary to utilize a neutral intervention. This may take the form of a committee, mediator, or arbitrator. Regardless of the classification, the role should be to mediate or arbitrate the situation. During mediation, both sides present their case to the intervention individual or group and discussion is facilitated, moving parties toward a mutually agreed upon solution. Usually the opposing parties remain responsible for finding common ground and identifying possible solutions.

If consensus cannot be reached, then arbitration becomes necessary. Parties must be willing to accept and agree to follow a neutral decision. This process may require long-term resolution and, sometimes, individuals will leave because they are unwilling to compromise on their position. Negotiation is an important tool when dealing with any level of conflict, but particularly at high levels of emotional intensity. [Note: Hendricks (1991) provides a conflict assessment checklist to determine the intensity of the conflict.]

C. *Types of Conflict.* Intrapersonal conflict involves differences with an individual over such areas as expertise, interests, goals, or values. When physical, emotional, or mental conflict is experienced, it is categorized as intrapersonal conflict. Interpersonal conflict is more commonly associated with conflict management because it involves groups of people. The way in which an individual copes with conflict (intrapersonal) will determine whether interpersonal conflict can be effectively addressed. To manage conflict externally, one needs to control conflict internally.

In school systems and generally in society, conflict can emerge at a variety of levels, including intrapersonal, interpersonal, group, intergroup, organization, interorganization, and human systems (Katz & Lawyer, 1993). Katz and Lawyer define conflict as situation or state between at least two interdependent parties, which is characterized by perceived differences that the parties evaluate as negative. This often results in negative emotional states and behaviors intended to overcome the oppositions (p. 7).

D. *Positive and Negative Consequences of Conflict.* Conflict in organizations can be positive when it leads to certain outcomes. For example, it can be positive when it

1. leads to new ideas and innovations.
2. fosters unity and understanding through resolution.
3. creates desirable changes in behavior.
4. leads to reconciliation of the interests of the disputing parties.
5. increases productivity and results.

Often, however, there are many negative aspects of conflict such as

1. hostility and fear.
2. suppression and escalation of differences.
3. underground behaviors.

[Question—What negative effects of conflict in organizations have you experienced?]

E. ***Thomas-Kilmann Conflict Mode Instrument.*** According to Thomas and Kilmann (1992), conflict positions are related to both assertion and cooperation. The *Thomas-Kilmann Conflict Mode Instrument* is designed to assess an individual's behavior in conflict situations. "Conflict situations" are events in which the concerns of those involved appear to be incompatible. In such situations, "a person's behavior can be described "along two basic dimensions" as follow: (1) "assertiveness, the extent to which the individual attempts to satisfy his or her own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns" (p. 9).

These two basic dimensions of behavior can be used to define five specific methods of dealing with conflict" (p. 9). The five "conflict-handling modes" are as follows:

1. **Competing**. Each party positions itself to satisfy their own concerns, not the other's frame of reference, and tries to settle the conflict from their own perspective. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position (e.g., ability to argue, or one's rank). Competing might mean standing up for your rights, defending a position that you believe is right, or simply trying to win. This position involves high assertion and low cooperation.

2. **Accommodating**. When accommodating, an individual is the opposite of competing and is attempting to satisfy the concerns of the other person. There is an element of self-sacrifice. Accommodating may take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view. This position is highly cooperative and unassertive.

3. **Avoiding**. In this mode, both parties avoid the conflict which often results in anger and resentment. Avoiding may take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation. This position is unassertive and uncooperative.

4. **Collaborating**. When collaborating, each party attempts to work with the other to find some solution that fully satisfies the concerns of both individuals. It means analyzing an issue to identify the underlying concerns of those involved and to find a resolution that meets both sets of concerns. Collaboration between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some conditions that would otherwise involve competing for resources, or confronting and trying to find a creative solution to a problem. This position is both highly assertive and cooperative; it is the opposite of avoiding.

5. **Compromising**. In this mode, the objective is to find some expedient, mutually agreeable solution that partially satisfies each party. Compromising gives up more

than competing but less than accommodating. Compromising addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. Compromising might involve splitting the difference, exchanging concessions, or seeking a middle-ground position. This position is intermediate in both assertiveness and cooperativeness.

The conflict behaviors that individuals use are a result of both their personal predispositions and the requirements of the situations in which they find themselves. The *Thomas-Kilmann Conflict Mode Instrument* is designed to assess this mix of conflict-handling modes. In the case of conflict-handling behavior, there are no universally right answers. All five modes are useful in some situations; each represents a set of useful skills. We are capable of using all five conflict-handling modes. Generally, individuals use a variety of modes, but they rely on some modes more than others, due to temperament or practice.

F. *Conflict Management*

1. The following are ten attributes for the successful resolution of conflict:
    a. Unconditional positive regard of others involved in a conflict.
    b. Proactivity, taking the initiative and making things happen.
    c. Being soft on people and hard on the problem.
    d. Being unconditionally constructive in a conflict situation.
    e. Being vision-driven and outcome oriented.
    f. A win/win frame of reference.
    g. Openness, respect, and appreciation for diversity.
    h. Trust as a primary foundation of relationships.
    i. Learning from experience as a key to increasing autonomy.
    j. Viewing conflict as an opportunity for personal growth and development.
2. Intrapersonal Process for conflict management is described as follows:
    a. Notice the tension and begin to listen.
    b. Continue to listen—get a "yes."
    c. Summarize the other's view—get a "yes."
    d. State your view.
    e. Handle defensiveness.
    f. Invite summary of your view.
    g. Summarize both sides—get a "yes."

h. Diagnose needs versus beliefs.

3. Group Process

a. Notice the tension and say what you see, hear, and feel.

b. Convey how important honest reaction is to you.

c. Reflective listening—have the attitude, at all times, of a listener.

d. Summarize the positions and interests—make a clear distinction between this phase and the next.

e. Express appreciation.

f. Diagnose needs versus beliefs.

4. Conflict Resolution Model

The following two elements are included in this model: (1) *conflict management* and (2) *negotiation.*

Conflict management is a communication process for changing the destructive emotional states in a conflict to constructive emotional states that allow working out a joint solution to a conflict.

Negotiation is a communication process for enabling disputing parties to achieve a mutually agreed-on outcome with respect to their differences.

Steps in the Conflict Resolution Model

a. Awareness

b. Self-preparation

c. Conflict management

   (1) Needs (tangible)

   (2) Beliefs (intangible)

d. Negotiation

e. Summarize and close

f. Overall frame of reference

   (1) Respect/integrity

   (2) Rapport

   (3) Resourcefulness

   (4) Positive presuppositions

G. ***Negotiation for Conflict Resolution.*** In many situations it is desirable to try to reach a win-win resolution, and negotiation skills are required.

1. When one attempts to influence another through an exchange of ideas or something of material value, negotiation occurs. Negotiation is the process one uses to satisfy needs when another controls resources of value. In organizations, negotiation is used to draw up contracts, buy or sell, agree on work plans, or resolve differences. Many situations do not result in favorable outcomes because the negotiation process is not used effectively.

2. Negotiation for conflict resolution includes

    a. establishing rapport and describing the conflict-resolution process.

    b. sharing goals and objectives for the outcome.

    c. discussing issues, conditions, and positions.

    d. analyzing specific areas of disagreement and conflict.

    e. reassessing positions and determining acceptable conditions and creative solutions (compromises).

    f. mutually agreeing to a resolution, outlining an action plan, and determining follow-up procedures.

    g. implementing the action plan.

    h. evaluating the results.

H. ***Leadership Strategies To Minimize Recurrent Conflict, Manage Differences, and Model Collaborative Behaviors.*** Strategies to minimize recurrent conflict and manage interpersonal differences in organizations includes taking responsibility for

1. identifying recurrent conflicts.

2. analyzing the sources and causes of conflict.

3. assessing the problem from both parties' perspectives.

4. meeting with parties and asking each to describe the problems from their perspectives.

5. mutually agreeing to the conflict-resolution strategies that will be used to minimize conflict in the future.

If resolution can be reached to reduce conflict, it is important to formulate an agreement to remain open to communication and to meet periodically to discuss developments and progress. Leaders need to model collaborative behaviors (e.g., active listening, creative problem-solving) and develop skill in conflict management to enhance interpersonal relations and optimize organizational outcomes.

Conflict Management

Purpose: Participants will identify their repertoire of conflict-handling skills, develop effective behaviors and strategies to resolve conflicts, and discuss strategies to minimize recurrent conflict and manage interpersonal differences in organizations.

Behavioral Objective:

Given: Conflicts within an organization.

Behavior: Apply appropriate behaviors and strategies to resolve conflicts.

Standard: Properly apply the conflict behaviors and strategies outlined in the course materials.

Thomas-Kilmann Conflict Mode Instrument

Designed to assess individual's behavior in conflict situations.

Conflict situations are events in which the concerns of those involved appear to be incompatible.

We can describe a person's behavior along the following two basic dimensions:

1. **Assertiveness**—the extent to which the individual attempts to satisfy his or her own concerns.
2. **Cooperativeness**—the extent to which the individual attempts to satisfy the other person's concerns.

The two basic dimensions of behavior can be used to define five specific methods of dealing with conflict. The five conflict-handling modes are as follows:

1. Competing
2. Accommodating
3. Avoiding
4. Collaborating
5. Compromising

Five Conflict-Handling Modes

1. **Competing**. Each party positions itself to satisfy their own concern, not the other's frame of reference, and tries to settle the conflict from their perspective.

   This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position (e.g., ability to argue, or one's rank).

   Competing might mean standing up for your rights, defending a position that you believe is right, or simply trying to win. This position involves high assertion and low cooperation.

Source: Thomas & Kilmann (1992).

Five Conflict-Handling Modes (continued)

2. **Accommodating**. When accommodating, an individual is the opposite of competing and is attempting to satisfy the concerns of the other person. There is an element of self-sacrifice. Accommodating may take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view. This position is highly cooperative and unassertive.

Five Conflict-Handling Modes (continued)

3. **Avoiding**. In this mode, both parties avoid the conflict which often results in anger and resentment. Avoiding may take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation. This position is unassertive and uncooperative.

Five Conflict-Handling Modes (continued)

4. **Collaborating**. When collaborating, each party attempts to work with the other person to find some solution that fully satisfies the concerns of both individuals. It means analyzing an issue to identify the underlying concerns of those involved and to find a resolution that meets both sets of concerns.

   Collaboration between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some conditions that would otherwise involve competing for resources, or confronting and trying to find a creative solution to a problem. This position is both highly assertive and cooperative; it is the opposite of avoiding.

Five Conflict-Handling Modes
(continued)

5. **Compromising**. In this mode, the objective is to find some expedient, mutually agreeable solution which partially satisfies each party. Compromising gives up more than competing, but less than accommodating. Compromising addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating. Compromising might involve splitting the difference, exchanging concessions, or seeking a middle-ground position. This position is intermediate in both assertiveness and cooperativeness.

Assessment of the *Thomas-Kilmann Conflict Mode Instrument*

The conflict behaviors that individuals use are a result of both their personal predispositions and the requirements of the situations in which they find themselves. The *Thomas-Kilmann Conflict Mode Instrument* is designed to assess this mix of conflict-handling modes. In the case of conflict-handling behavior, there are no universally right answers. All five modes are useful in some situations; each represents a set of useful skills. We are capable of using all five conflict-handling modes. Generally, individuals use a variety of modes, but they rely on some modes more than others, due to temperament or practice.

Negotiation Worksheet

1. Clarify goals and objectives.

- What do I want?
- What do I have to get to meet my needs?
- What am I willing to give up to get what I want?
- What are my time and requirements for this negotiation?
- What patterns of behavior or style do I generally exhibit during conflict?

2. Outline the issues.

- What are the issues as I see them?
- What is the basis of my position?
- How will I present my case?
- What are the issues as seen by the other party?
- What are likely sources of disagreement?

3. Identify needed information.

- Who are the stakeholders and what do I know about them?
- When and where will the negotiation take place?
- What strengths do I bring to the negotiation?
- What strategy should I adopt?

4. Formulate strategies.

- How can I establish rapport with the other party?
- How can I establish a win/win climate?
- What are the major points I will emphasize?
- How will I determine the other party's positions, needs, and wants?
- What are the possibilities as the conflict continues to be discussed?

5. Assess possible compromises.

- How will I attempt to resolve the conflict? How will I respond to the other party's proposals?
- What concessions am I prepared to make? What creative solutions can I offer?
- What conditions are essential?
- What are the actions I expect?

6. Analyze possible resolutions and conditions of an Action Plan.

- How formal should the conflict resolution and Action Plan be?
- What steps are needed to implement the agreement?
- What follow-up procedures will be adopted?

Negotiation Process for Conflict Resolution

Negotiation for conflict resolution includes the following:

1. Establishing rapport and describing the conflict-resolution process.
2. Sharing goals and objectives for the outcome.
3. Discussing issues, conditions, and positions.
4. Analyzing specific areas of disagreement and conflict.
5. Reassessing positions and determining acceptable conditions and creative solutions (compromises).
6. Mutually agreeing to a resolution, outlining an action plan, and determining follow-up procedures.
7. Implementing the action plan.
8. Evaluating the results.

Conflict Video Worksheet

Answer the following questions after viewing the conflict video vignettes in *Solving Conflict, Part II*.

1. Briefly describe each of the conflict situations observed.

2. What was the intensity of the conflict exhibited in each situation?

3. What conflict mode(s) was assumed? Was it appropriate for the situation?

4. Describe the strategies used to resolve each conflict.

Group Activity

Form small groups (four members). Review the conflict video vignettes (*Solving Conflict, Part II*). Respond to the following and identify

1. the intensity of the conflict exhibited.
2. the conflict positions assumed.
3. the strategies used to resolve the conflict.

Share your reactions with the class.

Group Activity

In your assigned group, share conflict experiences that have occurred at work. Select one of the conflict situations discussed and write a brief description of the conflict, in one or two paragraphs. Discuss the resolution of the conflict and outcome, but do not provide a written description. (DON'T USE THE NAMES OF INDIVIDUALS, BUT IDENTIFY THEIR ROLES.) Select a spokesperson to share the conflict situation with other class members.

Pair with an assigned group and have each spokesperson review the conflict situation, elaborating and answering questions as needed.

Return to your group and use the *Conflict Resolution Critique* to

1. define the conflict described to the other group.
2. recommend action steps to resolve the conflict.
3. propose a possible outcome, using your recommended process.

Pair again with the assigned group and share the proposed conflict resolution process and outcome discussed by your group. Each group spokesperson should then share the *actual* conflict resolution process and outcome. Discuss how the outcome of each conflict may have differed, depending on the conflict resolution process adopted.

Conflict Resolution Critique

Directions: Observe (or ask) an administrator or mentor about recent conflict resolutions, using the following to critique the process.

Background Information

1. When was the conflict?

2. Who was involved?

3. What was it about?

4. What were the causes?
    - Interests
    - Misunderstandings
    - Values
    - Style
    - Opinion

Write Down the Cause in Your Own Words.

5. What conflict mode was assumed? Was it appropriate for the situation?
    - Avoidance
    - Accommodation
    - Competition
    - Compromise
    - Collaboration

6. Outline the specific process used to resolve the conflict.

7. If the negotiation process was used, which of the following steps were implemented?
    - Establishing rapport and describing the conflict-resolution process.
    - Sharing goals and objectives for the outcome.
    - Discussing issues, conditions, and positions.
    - Analyzing specific areas of disagreement and conflict.
    - Reassessing positions and determining acceptable conditions and creative solutions (compromises).
    - Mutually agreeing to a resolution, outlining an Action Plan, and determining follow-up procedures.

What Was the Outcome?

8. Did the participants display the following?
    - Being sensitive to others' needs?
    - Willing to work toward compromise?
    - Committed to a win-win philosophy?
    - Willing to research and analyze issues comprehensively?
    - Being patient of others?
    - Being tolerant of others?
    - Active listening?
    - Respecting others?
    - Analyzing issues quickly?
    - Effectively communicating?

Learning Experience Guide #31

Influencing System Realities*

Purpose

Participants will learn about elements of a change process that can be applied on-the-job to analyze and influence current system realities.

Behavioral Objective

Given:	Opportunities to influence situations on-the-job.
Behavior:	Participants will use the elements of the change process on-the-job to analyze a situation that needs influencing.
Standard:	The analysis contains all the necessary elements to effectively influence current system realities.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. Identify a situation that needs influencing. 2. Generate and record the analysis of each element in the influencing process. 3. Outline the steps necessary to bring about the change.	1. Recall the elements of influencing. 2. Recall different system realities. 3. Recall conflict management strategies. 4. Recall the importance of appreciation for different MBTI types and diversity. 5. Recall effective communication strategies.

* Requires *two* class sessions.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Acknowledge that with new leadership actions, participants may want to make changes in their current organization. Also, a heightened awareness of their environment might cause some dissatisfaction with current practices at work. Influencing a system or individuals is a difficult process.	
	2. Present the purpose and behavioral objective of this learning experience.	Trans.: ISR1.T
	3. Ask the group what they feel has changed for them since the beginning of the program. a. How are they feeling about their new knowledge and skills? b. Has their perception of the workplace changed? c. What are some of the things they would like to change or influence? Indicate to the group that the workplace might not welcome some of the changes that they are now motivated to make. For example, many individuals who take assertiveness training try to go back to their environments and make some changes. Many people back at work, however, might not appreciate the change in the individual. Making changes and influencing others takes finesse and diplomacy.	

Lesson Stage	Instructor Actions	Resources
Need-To-Know Information	4. Present the *Changing the System* process.	Trans.: ISR2-4.T
	5. Present the *Change Process Analysis*:	
	a. Priority Appraisal (1) Different types (2) Different levels (3) Picking battles	ISR5-8.T
	b. Strategies of approach	
	(1) Different system perspectives	ISR9.T
	(2) Different deliveries	ISR10.T
	c. Examination of resources	
	d. Analyzing other influences (1) Force field analysis (2) Ethical considerations	ISR11.T
	e. Implement change	ISR12.T
	f. Evaluate change	ISR13.T
	g. Other attributes	ISR14-15.T
Demonstration	6. Hand out Change Process Case Study #1 (*Improving Community Awareness and Institution Image*). Give the participants 10 minutes to read it. As a group, critique it, using the *Influencing System Realities Worksheet*. This case study should have many positive points in it.	Handouts: ISR1.C, ISR1.W
Guided Practice	7. Hand out Change Process Case Study #2 (*Solving the Problem but Losing the Vision*). Break the participants into small groups (approximately five per group). Ask them to critique it using the Influencing System Realities Worksheet. This case study should have more negative points in it. Ask for one volunteer per group to report the group's answers.	Handout: ISR2.C

Lesson Stage	Instructor Actions	Resources
Unguided Practice	8. Hand out an *Influencing System Realities Worksheet* for the out-of-class assignment. Ask participants to think of a change they would like to make and to fill out the worksheet. Have them bring five copies back to class. Tell the students to use whatever worksheets, models, and so on that they have used or learned throughout the program to help them implement their suggested change (e.g., the *Sources of Relationships Matrix*, the *Decision-Making Model*, the *Cost/Benefit Worksheet*, and so on).	Handout: ISR1.W
Evaluation	9. Break the participants into small groups (approximately four per group). Have each member hand out a copy of her or his *Influencing System Realities Worksheet* and recite her or his change plan to the group members. Tell the group members to make notes on the copy of the *System Realities Worksheet* as to whether or not the presenter has thought of all the meaningful elements to successfully influence the existing realities.	
Feedback	10. Have the group members give the presenter verbal feedback when she or he is done presenting, and also have them hand back the critiqued copy of the *Influencing System Realities Worksheet*.	
	[Estimated In-Class Time: First Class Session: 2 hours Reporting Session: 2 hours] [Estimated Out-of-Class Time: 3 hours]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	15 transparencies (ISR1-15.T)
Handouts:	*Change Process Worksheet* (ISR1.W) Case Study #1: *Improving Community Awareness and Institutional Image* (ISR1.C) Case Study #2: *Solving the Problem but Losing the Vision* (ISR2.C)

B. Materials to be secured by the client

None

C. Equipment needed

Overhead projector

D. Material preparation

1 set of transparencies (ISR1-15.T)
3 distributions of *Change Process Worksheet* (ISR1.W)
1 distribution of Case Studies #1 & #2 (ISR1-2.C)

Supplemental Readings

Finch, C. R., Reneau, C. E., Faulkner, S. L., Gregson, J. A., Hernandez-Gantes, V., & Linkous, G. A. (1992). *Case studies in vocational educational administration: Leadership in action* (MDS 279). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Jones, J., & Pfeiffer, J. (Eds.). (1973). Kurt Lewin's "force field analysis." In *The 1973 Annual Handbook for Group Facilitators* (pp. 110-113). San Diego: University Associates.

Notes for Presentation of Rationale

1. When individuals become aware of different systems or are allowed to develop new skills, they are often eager to make changes and positively influence the system. These changes, however, are not always welcomed by other individuals. When the participants go back after the program, they might suffer from some heightened dissatisfaction. Some of the information contained in the program offers insights into discrepancies between how the system works and how it should work.

   A word of caution about this dissatisfaction is helpful here. It is a normal phenomenon. Whenever you gain information about new areas, new connections and insights—as well as some dissatisfaction—will start developing. You will want to use this knowledge and energy as an impetus to make changes for the better.

2. Present the Purpose and Behavioral Objective.

Purpose:	Participants will learn about elements of a change process that can be applied on-the-job to analyze and influence current system realities.
Given:	Opportunities to influence situations on-the-job.
Behavior:	Participants will use the elements of the change process on-the-job to analyze a situation that needs influencing.
Standard:	The analysis contains all the necessary elements to effectively influence current system realities.

Notes for Presentation of Need-To-Know Information

A. *Influencing the System* (see transparencies ISR2-4.T)

1. **Influencing System Realities: Current Status** (transparency ISR2.T). The transparencies depict a discrepancy between where you are (circle) and where you desire to be (X). The triangles are other systems, other departments, or other individuals within your working environment who have varying levels of influence.

2. **Analyzing System Networks** (transparency ISR3.T). Each organization has a communication network. The arrows show the lines of communication. As an individual within an organization, you could have direct communication with some individuals, departments, agencies, and so forth, and not with others. Leaders need to know the lines of communication so they can influence others to the best of their ability. They need to know which lines are open and which are closed. If a line is closed, they need to figure out how to get around it. Once system networks are analyzed, influencing strategies can be formulated.

3. **Influencing the System: Hopeful Status** (transparency ISR4.T). You want to get crucial "others" (other individuals or other groups of individuals) to work toward the same desired outcome. It is important to note that the arrows follow a path that might be slightly different from your own. This denotes respect for diversity, as each individual will probably participate in slightly different ways to accomplish the change. Each individual might influence the system differently, but all should be working toward a community goal.

B. *Influence/Change Process Analysis.* The number one thing to remember when trying to influence others is that people will resist the change and that change is not accomplished easily. Much forethought and planning goes into making any change. A strategy is important.

1. **Priority appraisal**

   a. *Different types of priorities*

      (1) ***Personal.*** Is this something that you need to change because it is affecting you in terms of personal growth, self-worth (e.g., self-esteem, vulnerability), professional achievements, or other such things?

      (2) ***Organizational.*** Is this a priority of the organization in which you work (vision statement, inservice goals, professional development proposals, other systems functioning)?

      (3) ***Societal.*** Does society at this time support this change?

      (4) ***Governmental.*** Is there legislation coming out that indicates that a change is important?

b. *Implications*

(1) If this is only a personal priority, will you need to put forth effort to influence other systems? How hard will it be to gain the support you need? Will this be totally new ground you are trying to plow to cultivate a new belief system?

If others do not have the same priority, it will be much more difficult to make a change. You will have to strategize how to validate your ideas, gain support, and accumulate enough propulsion to get the change implemented.

(2) If it is a priority of more than one system, it will be easier for you to influence others if another system will support your proposal of change. You can use supporting data and conceptualizations from the other systems to corroborate what you want to change.

(3) If it is a priority of all four systems, it will be much easier to gain the impetus needed to made a change when it is a priority of all four systems. You can use the rationale from the other three systems to help support your endeavor.

c. *Different levels of priorities*

(1) ***Size.*** Is this a high-level priority of major importance? How many individuals does it affect? How many will you have to influence?

(2) ***Time.*** Does this change need immediate attention (because otherwise other elements in the system will collapse)?

Can the change be done at a later date, or can the change occur gradually over time?

d. *Pick and choose your battles!* When there are many discrepancies between what you believe and the present status of reality, one of the most important skills is your ability to choose the areas in which you can affect the most change and let the other little things go. The following famous adage gives some direction here:

> *Help me to change those things which I can change,*
> *Help me to know those things which I cannot change,*
> *And help me to know the difference between the two.*

When you have decided which are the things you can change, you will still have to make a decision as to which ones you will actually put forth the energy to change. There are many things we could choose to change or influence; we do not live in a perfect world. Also, because there are many diverse individuals with different ideas of what reality should be, there are also various interest groups trying to maintain the current system or working to change the current system by exerting their influence at the same time as you (and perhaps in an opposite direction).

If possible, "don't sweat the small things" because the more you are viewed as antagonistic, the more defensive and guarded the members of other systems will become. They will see you as someone to be avoided and the offensive acts will go underground. This does not mean that you should ignore behaviors that are inappropriate; but perhaps you could handle the small things in a small manner. It does not mean that you need to keep quiet while offensive behaviors surface, but perhaps you could handle the situation in a nonoffensive but direct manner.

2. **Discuss strategies of approach.**

   a. *Different system perspectives*

      (1) ***Traditional approaches***

         (a) You can choose to influence others using behaviors from your own system. For example, if you are from the traditional female system, you could be more concerned with (note that these are generalizations)

            - relationships.
            - the feelings involved.
            - other individuals' self-worth.
            - keeping alliances healthy for the long-term.

         (b) You can choose to adopt approaches that are prevalent in another system (or in the system in which you are trying to make the change). For example, many females have accepted, adopted, and now perform from the traditional male perspective. In a traditional male perspective, you would be more concerned with (these are also generalizations)

            - competition.
            - backing each statement with facts.
            - drawing from past situations.
            - speaking from the mind rather than the heart.
            - using numbers to back your ideas.

      (2) ***Multisystem approach***

         (a) This approach dictates that you choose behaviors from many systems, depending on the task at hand. You engage in behaviors (or attributes) that will help you get the job done, while maintaining a high degree of respect for others within the system. Sometimes you would engage in behaviors more prevalent in your own system; at other times, you would exhibit behaviors from another system.

For example, you might talk about feelings, but be ready to back it up with other data such as statistics or past research. This is especially critical until you gain support and/or credibility with others within the system you are trying to influence. Also, if you do choose to influence the situation using the perspective of your own system, be aware that others might not understand the importance of what you are saying, as their reality is different from yours.

(b) It is difficult to observe and choose another system approach. It is necessary, however, both to understand and to be able to analyze other systems, even though you have chosen to work on the change from your own perspective. Learning how other systems work (usually the systems in power at the time) is necessary so you know the best strategy for making a change. Certain rules of behavior have been reinforced to keep the system running as it is. Knowing the rules will help you gain insight into what the system members feel is important. They will expect you to comply with the rules of etiquette that have been formulated and which they have bought into.

(c) Remember that one system is not necessarily more right or important than another system. They are different ways of looking at reality. They are different ways in which people have bought into a structure in which there is a common set of methods and processes. Individuals have been rewarded for following and punished for opposing these methods and processes.

(d) Choosing behaviors from another system should not be looked upon as negative. You are not selling out or being untrue to yourself. You are realizing that there is more than one reality at any given time and that individuals from other realities believe that their reality is as true as you believe yours is.

b. *Different deliveries*

(1) ***Direct.*** You can go directly to those from whom you wish a behavior change and indicate your unhappiness with the current system (or with an individual's behavior). This person or group of individuals might feel that they are being put on the spot, and some defensiveness could result. No one likes to feel that she or he has done something wrong. People wonder if they have done something wrong when another person is feeling dissatisfied about a situation. They think that if someone is unhappy, then someone else

is to blame. Often when females, for instance, bring up feelings of dissatisfaction, they have no intention of laying blame. They are just unhappy about the current situation and may be asking for validation or for an idea of how to handle the situation. It is a matter of understanding different communication styles. Leaders who are open to others' ideas and accepting of others' realities, while searching for common ground, are models for others to become open to talking about feelings in a nonthreatening manner.

(2) ***Indirect.*** You can bring up the change you desire in a meeting and have it opened for discussion in a non-finger-pointing manner. You could say that you noticed a certain type of behavior that did not make you happy and then ask for suggestions as to what can be done about it. The individual or group responsible for the behaviors will probably feel safer, will not be put on the spot, and will probably recognize the wrong-doing and give it some thought.

(3) ***Participatory problem-solving.*** Though similar to the indirect approach, this deserves a separate category because of its importance. When you are making a large change within a system, it is best to get buy-in from the other individuals who will be affected by the alterations. Let them suggest ways of changing the current policies and practices. Ask for their opinions, *and* follow through with their suggestions. This will create ownership among the members of the group, and the change will be as much their responsibility as it is yours. (See learning experience, "Selecting the Appropriate Decision-Making Process.")

3. **Examine resources.**

a. *How much and what kind are you going to need?*

b. *What resources are available?*

(1) ***Within the organization.***

(2) ***Outside the organization (e.g., government agencies, districts, grants, and community).*** Communicate with as many individuals as possible to inquire about the availability of funds.

c. *Who has control over the current resources?*

(1) ***You?***

(2) ***Another individual?***

(3) ***Another system?***

(4) ***Another department?***

(5) ***Others engaging in certain types of activities?***

d. *How are you going to get the necessary resources?*

(1) ***Engage in dialogue?***

(2) ***Will you have to compromise or negotiate?***

(3) ***What can you offer in the process?***

(4) ***Will you have to be creative?***

4. **Analyze other influences.**

a. *Kurt Lewin's Force Field Analysis.* In Lewin's theory about how to make changes within an organization, it is important to list the factors that are against the change, and those that are for the change (see Jones & Pfeiffer, 1973). The factors with the most force will determine the fate of the change. He also posits that it is better to reduce opposing forces than it is to increase the forces for the change because increasing the forces for the change will have the direct effect of increasing the opposing forces against the change. A leader's goal should be to reduce any opposing forces.

b. *Ethical considerations.* Before implementing a change in an organization, leaders should evaluate the ethical quality of the decisions and components of influence included in the change strategy. Although leaders should apply ethical considerations during each step in the change process, it is added here before implementation to put additional emphasis on the importance of reviewing the change strategy to make sure the purpose of the influence has not gotten lost along the way. This means a chosen leader might not lead to the end desired.

5. **Implement the change.** The above information can help leaders analyze the factors for and against the change they want to make. Participants can also use other helpful tools and information from this program such as the *Sources of Relationships Matrix* (Insightful Learning Experience), the *Decision-Making Model* and *Cost/Benefit Worksheet* (Decision-Making learning experience), communication strategies (Using Assertive Communication, Active Listening Skills for Assertive Communication and Leadership, and Using Effective Presentation Skills learning experiences), and ethical consideration processes (Improving Ethical Quality of Organizational Decisions), to help them implement change and influence system realities.

6. **Evaluate influence.** One of the important steps to effectively influence systems is to evaluate the success of the effort for future reference. Reflecting back on the process used and its success in producing desired end-results is necessary to gain information and influence future situations and strategies.

Other Attributes That Balance or Reinforce the Change Process

1. **Energetic with stamina** *(Approaches tasks with great energy and works long hours when necessary).* This might be particularly significant when making a substantial change in the organization.

2. **Insightful** *(Reflects on the relationship among events and grasps the meaning of complex issues quickly).* Whenever a change is needed or is being introduced, the relationships between the existing elements and individuals within the organization are important to understand. If you do not understand these relationships, you might make an error in implementing your change.

3. **Adaptable, open to change** *(Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans).* Encouraging suggestions from others, whether from within the organization or externally and changing your plan accordingly could prevent you from making mistakes which you could not foresee on your own. Sometimes others within the system who work directly with the factors you are trying to change, or other individuals outside the organization who have made similar changes, have more direct knowledge about specific considerations that need attention.

4. **Visionary** *(Looks to the future and creates new ways in which the organization can prosper).* Looking to the future of your organization and anticipating its place among competitors will help to protect its position and vitality.

5. **Tolerant of ambiguity and complexity** *(Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding).* When making changes, many of the factors are unknown. You cannot always anticipate what is going to happen. Also, chaos can occur due to the upheaval of old polices, ideas, and ways of doing this.

6. **Accountable** *(Holds self answerable for work and willingly admits mistakes).* If the change does not work out as planned, admitting an error in judgment and taking the responsibility shows others that you are big enough to acknowledge it. Also, if you need to make a change in the future, this will help others accept it and perhaps show support for its implementation.

7. **Initiating** *(Frequently introduces new ideas).* This is exactly what you will be doing when you introduce a change. Although you might have gotten the seed for the idea from another individual or external source (e.g., government policy changes), you will have to introduce the idea and sell it to others within your organization who have not heard of the concept before.

8. **Confident, accepting of self** *(Appears secure about abilities and recognizes personal shortcomings).* If you exhibit confidence in the success of the change, it will provide a good example for others and help to produce buy-in from others. If a leader is not confident that a change will be successful, then others will feel the same and put forth only a minimum of effort.

9. **Persistent** *(Continues to act on beliefs despite unexpected difficulties).* When making changes, certain barriers will pop up. A leader needs to know how to leap over hurdles, look for alternatives, ask advice, and be creative when running up against obstacles. There is a point, however, when a major change in plans is called for, or pulling out is necessary.

10. **Enthusiastic, optimistic** *(Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities).* There are always followers for enthusiastic leaders. Enthusiasm helps to motivate others, and others like to be around optimistic people. When you approach change with an attitude of hopefulness, it helps others to embrace the change.

11. **Tolerant of frustration** *(Acts calmly and patiently even when things don't go as planned).* Because of the chaotic nature of change, things will not always go as planned. Setting a good example of overcoming the difficulties while not driving others into a stressful state will keep the group motivated.

12. **Dependable, reliable** *(Can be counted on to follow through to get the job done).* If you think there was enough reason to introduce the change, stick with it until its completion. Many managers will introduce a new concept every other week and never follow through to the end. This aggravates other members of the organization and they are less and less willing to entertain change. In fact, the next time they hear of a change, they just roll their eyes and say "now what?" Either they will not put forth any energy, or they will sabotage the change effort. A leader culminates change efforts.

13. **Courageous, risk-taker** *(Willingly tries out new ideas in spite of possible loss or failure).* Most changes do have risks involved. Weighing the risks, overcoming failure, and making the necessary adjustments are necessary behaviors for any leader.

14. **Even disposition** *(Displays a sense of humor and a stable temperament even in stressful situations).* As stated earlier, change produces some uncertainty. Displaying an even temperament, even during the stressful situations, will help reduce the stress others feel, and will keep them focused on what needs to be done.

15. **Committed to the common good** *(Works to benefit the entire organization, not just self).* If your followers do not believe that this change will help them (or the organization overall), they will not help your endeavor. Likewise, if they believe the change will only help you, you can bet they will not be very motivated to implement the change.

16. **Personal integrity** *(Speaks frankly and honestly and practices espoused values).* If members of the organization feel that you are keeping things from them, or are not telling the whole truth, they will be less likely to embrace the change.

17. **Communication (listening, oral, written)** *(Listens closely to people at work, and organizes and clearly presents information both orally and in writing).* One of the most important processes in implementing change is how you communicate it. Did you ask for suggestions? Did you listen to stakeholders? Did you get buy-in from those who are needed to implement the change? Because change is difficult to implement, persuasion is very important. Individuals like to know the benefits for changing (what's in it for them).

18. **Sensitivity, respect** *(Shows genuine concern for the feelings of others and regard for them as individuals).* To actually show concern for others' feelings you must know what is important to them and truly understand their concerns. You cannot, necessarily, guess at how they feel. Dialogue, and an atmosphere in which they are allowed to express their feelings in a safe environment, are important in gaining insight into their feelings, beliefs, and opinions. Implementing change, without dialogue with those who will be affected, is bound to produce some negative feelings. Did you consider the feelings of others before you started implementation?

19. **Motivating others** *(Creates an environment in which people want to do their best).* Because change usually will include more than just yourself, you will have to strategize methods to motivate others to help you implement and maintain the change. This starts with how you communicate the change to others. Did you ask for suggestions to assure buy-in? People are going to want to know what is in it for them. Once the change plan is formulated, how will you motivate others to maintain it?

20. **Networking** *(Develops cooperative relationships within and outside of the organization).* Using information from others who have implemented similar changes will be important. You might only want their advice, or you might need their help.

21. **Planning** *(In collaboration with others, develops tactics and strategies for achieving organizational objectives).* This was mentioned earlier as helping to produce buy-in from those who will be affected. The change process needs a good solid plan of attack before it is implemented. Anticipating some of the forces that will help and hinder your endeavor will improve your chances of successfully implementing a change.

22. **Delegating** *(Appropriately and effectively assigns responsibility and authority).* Most changes will include more than just yourself. Delegating pieces of the change process to others, while giving them not only the responsibility but also the authority, will help produce buy-in.

23. **Team-building** *(Facilitates the development of cohesiveness and cooperation among the people at work).* Taking into account the interrelationships among various groups within the organization when suggesting a change is important. How will the change differentially affect different working groups, departments, levels in the organization, and so on? Will you need the cooperation of certain groups? If one group is receiving an advantage from the change and another is not, how will you communicate this?

24. **Coaching** *(Helps people develop knowledge and skills for their work assignments).* Because change produces different responsibilities, in many cases individuals, groups, departments, and so on will need to be trained or coached in new processes, attitudes, and so forth. Many times people will resist change because they do not feel that they have the necessary skills to produce the new product, service, process, or attitude. Coaching them or providing them with the knowledge and skills they will need will help you ease their resistance.

25. **Conflict management** *(Brings conflict into the open and uses it to arrive at constructive solutions).* Change produces conflict between individuals and groups because the rules are changing and everyone wants to know how this will affect them. Will they have fewer resources? Who is going to receive resources? Will there be more work? For whom?

Bringing these issues into the open, discussing them, and coming up with a plan of action that is suitable to all (if possible) will help to motivate members and produce buy-in.

26. **Time management** *(Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner).* Change takes time. Planning activities so that they flow in an orderly manner is important if the change process is to work efficiently and effectively. The flow cannot be too fast at first because many of the factors will be unknown, as a change in one element in the system will produce waves throughout the system, and, inevitably, other elements in the system will be affected. Also, when time is attached to change, it allows members to organize their work and prepare themselves mentally for the change steps. Finally, the time will depend on the type of organization in which you work. Some organizations are used to change and accept it as a matter of everyday business. Other organizations have not had a change in decades and are not used to any disruption in the schedule. In some circumstances, outside agencies will put some constraints on time (e.g., governmental law deadlines), which you will have to consider. In this case, communicating the constraints within which the organization must change would be appropriate.

27. **Stress management** *(Effectively deals with the tension of high-pressure work situations).* Change usually causes some stress. Effective planning and acquiring buy-in from other members, as well as following some of the tips in this learning experience, will reduce the level of stress.

28. **Appropriate use of leadership styles** *(Uses a variety of approaches to influence and lead others).* Different individuals and different groups require different interaction styles. Knowing the individuals or the group whom the change will affect and planning how you will communicate the change and motivate them will help you anticipate difficulties and get them to stand behind you.

29. **Ideological beliefs are appropriate to the group** *(Models and demonstrates belief in the basic values of the organization).* If the change is against the group's belief system, it will be difficult to motivate them to change. In this situation, you might want to spend more time communicating with the group to persuade them that the change is for the best, and/or getting them to suggest ways in which the group could change.

30. **Decision-making** *(Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions).* The more information you have from source documents and individuals, the more you will understand the situation with which you are working, and the more you will be able to make educated judgments that will be accepted.

31. **Information management** *(Identifies, collects, organizes, and analyzes the essential information needed by the organization).* Your management of the information you receive along with your decisions on the elements incorporated in your change plan will determine if the process will be successful.

Influencing System Realities

Purpose: Participants will learn about elements of a change process that can be applied on-the-job to analyze and influence current system realities.

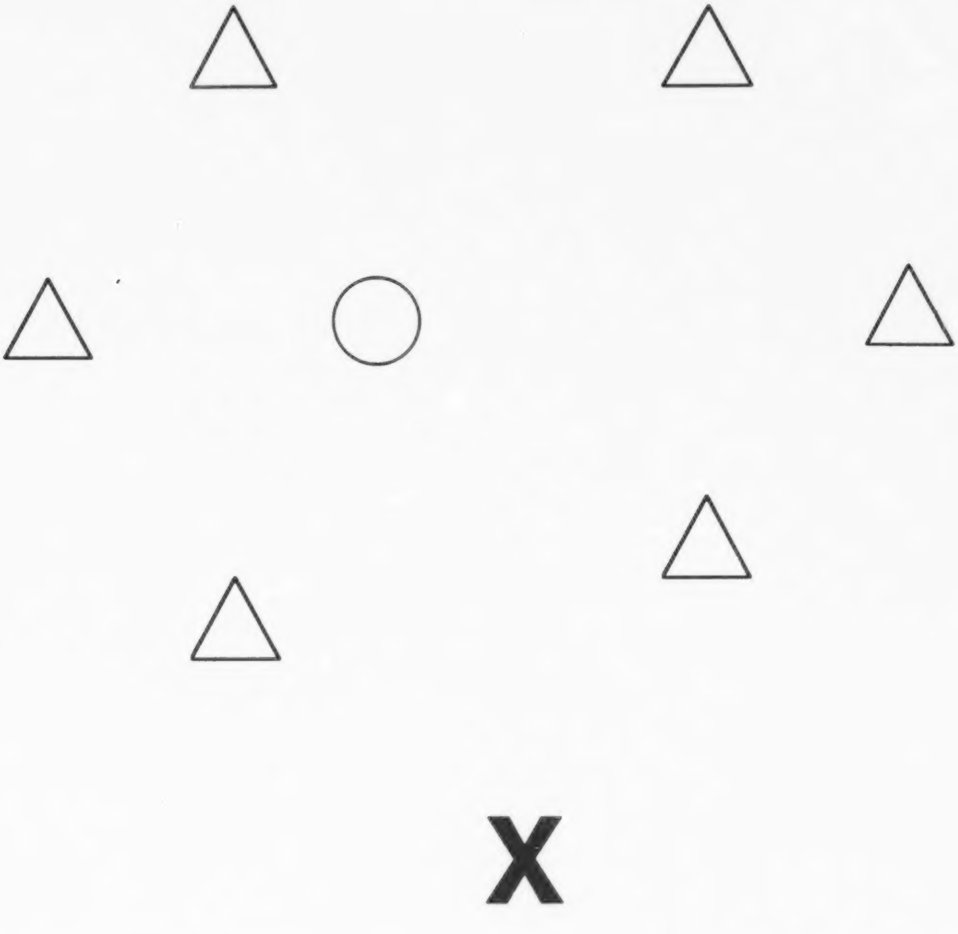
Behavioral Objective:

Given: Opportunities to influence situations on-the-job.

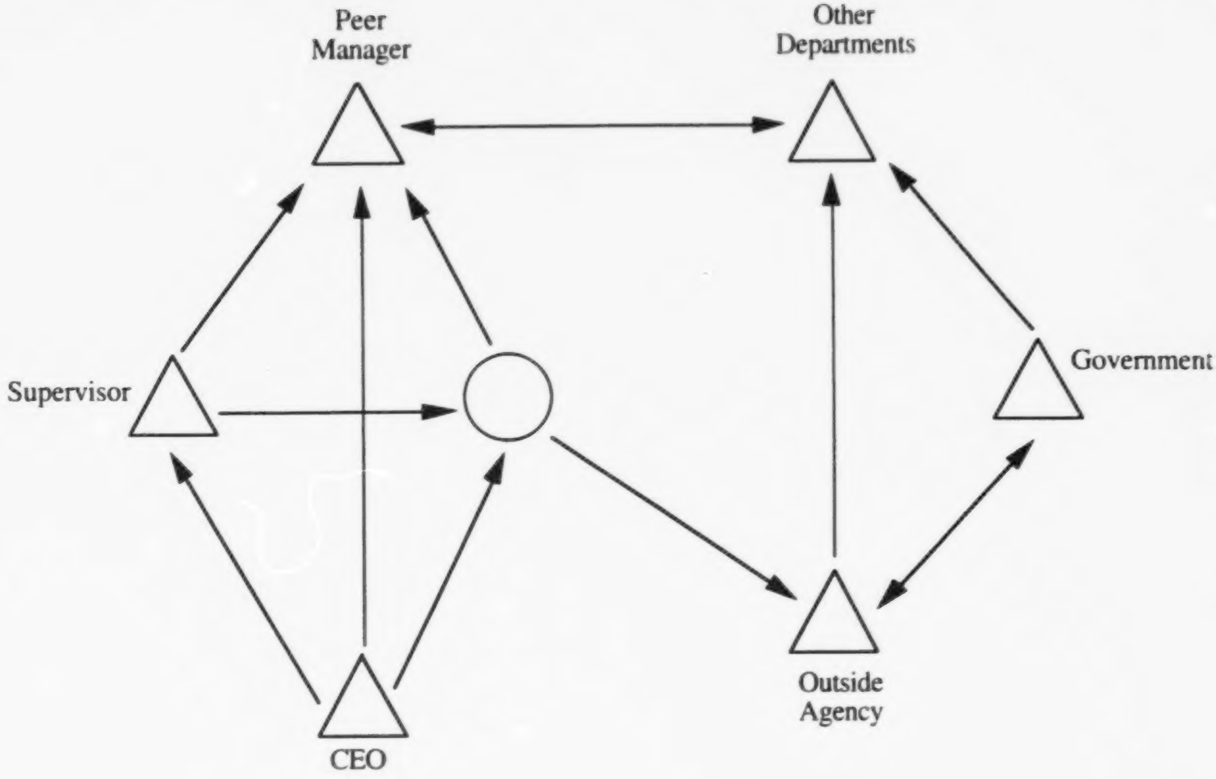
Behavior: Participants will use the elements of the change process on-the-job to analyze a situation that needs influencing.

Standard: The analysis contains all the necessary elements to effectively influence current system realities.

Influencing System Realities: Current Status

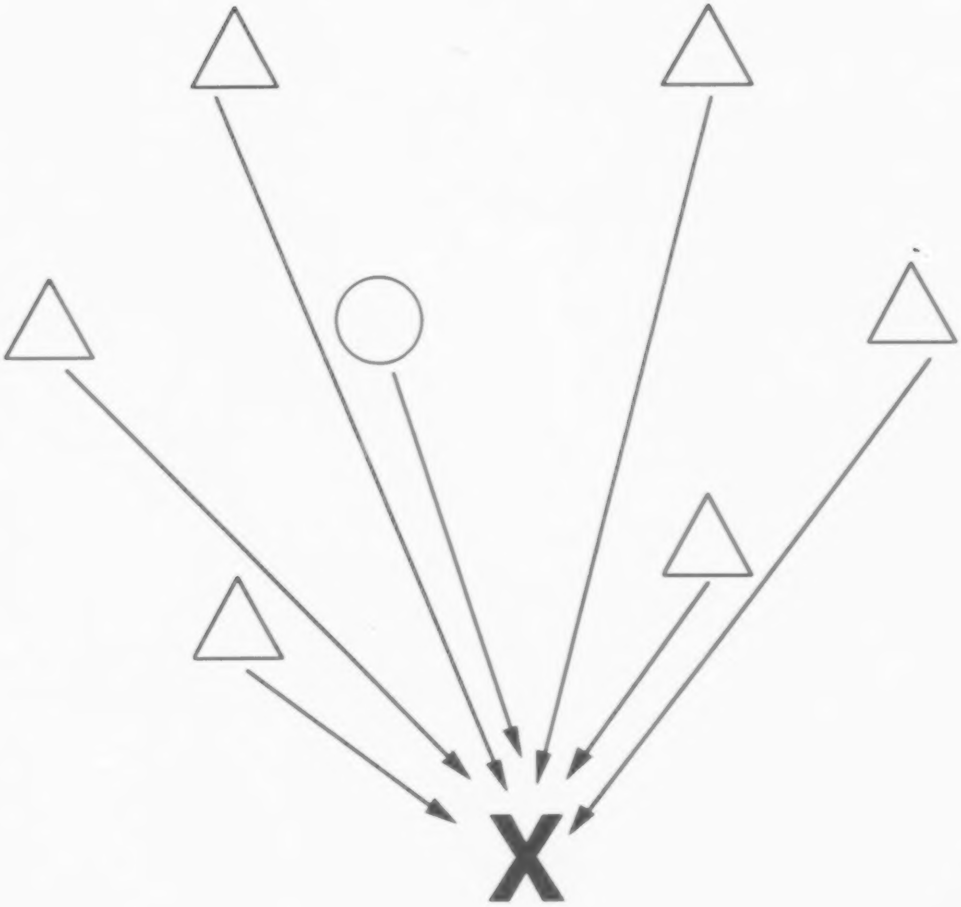


Analyzing System Networks: Goal


Peer Manager
Other Departments
Supervisor
Government
Outside Agency
CEO

X

Influencing the System: Hopeful Status



Priority Appraisal

Different types of priorities:

- Personal
- Organizational
- Societal
- Governmental

Priority Appraisal

Implications:

- If this is only a personal priority. . .
- If others do not have the same priority. . .
- If it is a priority of more than one system . . .
- If it is a priority of all four systems . . .

Priority Appraisal

Different Levels of Priorities:

- Size: Level of priority?
  Number of people affected?
- Time: Require immediate attention?
  Do at a later date?
  Do gradually over time?

Pick and choose your battles!

Different System Perspectives

Traditional Approaches:

- Approach change from your own system.
- Adopt approaches that are prevalent in another system.

Multisystem Approach:

- Definition.
- Learn from other systems.
- One system is not necessarily right or more important than another.
- Cop out? No!

Strategies of Approach

Different Deliveries:

1. Direct
2. Indirect
3. Participatory problem-solving

Examination of Resources

How much and what kind are you going to need?

What resources are available?

Who has control over the current resources?

How are you going to get the necessary resources?

Force Field Analysis (Lewin)

Forces working for the change

vs.

Forces working against the change

Ethical considerations

Implement the change.

Evaluate the change.

Leadership Attributes

Energetic with stamina	Approaches tasks with great energy and works long hours when necessary.
Insightful	Reflects on the relationship among events and grasps the meaning of complex issues quickly.
Adaptable, open to change	Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.
Visionary	Looks to the future and creates new ways in which the organization can prosper.
Tolerant of ambiguity and complexity	Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.
Accountable	Holds self answerable for work and willingly admits mistakes.
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Motivating others	Creates an environment in which people want to do their best.
Networking	Develops cooperative relationships within and outside of the organization.
Planning	In collaboration with others, develops tactics and strategies for achieving organizational objectives.
Delegating	Appropriately and effectively assigns responsibility and authority.
Team-building	Facilitates the development of cohesiveness and cooperation among the people at work.
Coaching	Helps people develop knowledge and skills for their work assignments.
Conflict management	Brings conflict into the open and uses it to arrive at constructive solutions.
Time management	Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.
Stress management	Effectively deals with the tension of high pressure work situations.
Appropriate use of leadership styles	Uses a variety of approaches to influence and lead others.
Ideological beliefs are appropriate to the group	Models and demonstrates belief in the basic values of the organization.
Decision-making	Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.
Information management	Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Influencing System Realities Case Study #1

Improving Community Awareness and Institutional Image

When Dr. Maria Peralez came to Mornington Skills Center as its new director, she was very surprised that the profile and status of the center in the community were not what she thought it should be. She was shocked to learn that the programs offered were not relevant to community needs. After informal conversations with some members of the faculty and staff, she found that a few others felt the same way. The majority of the staff, however, had accepted not being able to do anything about problems, so they had become resigned to not being involved.

Maria decided the first area she needed to work on was Mornington's community image. She felt sure the poor image was a drawback to the school, so she developed a strategy that took into consideration the internal and external factors that might uplift the image at Mornington. She also decided that this was a job for everyone, and faculty, staff, and students were included in her strategic planning.

Maria requested participation and involved the students and the staff in community activities such as United Way. The food service staff worked with food fairs. The nursing program staff worked with health fairs. When visitors came to Mornington, she would accompany them into the lab area and turn the instructors loose with them. This gave the instructors the opportunity to say, "This is my program." Activities like these made the instructors more aware of what people were looking for in industry. Also, during the inservice training, each faculty member was assigned to go out and visit at least five industries in five days. They could spend any amount of time they needed in that program area, but they were responsible for making the contacts, scheduling the meetings, and writing up what they had found during the industry visits. They were also to follow up on what they had learned.

Part of the strategic plan included the restructuring of the general advisory committee. In the past, advisory committee membership had been less than energetic. Maria expanded the committee to 22 individuals. Now most members are plant managers, vice-presidents of plants, entrepreneurs, and local business owners making a stronger advisory committee.

As a result of this exercise, the electronics program was restructured. Mornington had always had both a consumer electronics program and an industrial electronics program. In talking with area business and industry representatives over the past year, Maria discovered that most industries needed a general maintenance person. Also, the center was having trouble placing consumer electronics students. This was mainly because electronic components had become so inexpensive that businesses could throw away items and replace them cheaper than they could have them repaired. The new industrial program, therefore, included a maintenance technician component. The component could be part of a welding, machine shop, or drafting program. Fifteen industries became involved with that program. From that group, four engineers helped to develop the curriculum and outcome measures.

After two years of working to improve the image of Mornington, Maria was very proud of this center and its newly found importance in the community. She felt that speaking to civic organizations was helpful in providing new direction. Mornington now has an open house in April, and each year the attendance has increased. About 500 people attended the open house last year.

When Melissa Ying, president of the local Chamber of Commerce, visited Mornington, she commented to Mark King, the head of student affairs, about the excellent reviews the center was getting from her colleagues. Mark thanked her and told her, "Dr. Maria Peralez has worked hard on improving the public relations and image of our school. She has gotten us involved with your colleagues in the Chamber of Commerce and industry. She has put in a conference room at the school and has invited local industries to use our facilities, especially when prospective industries are looking to move into the area. In addition, we have been involved in many community activities. A lot of different businesses and industries have been invited into the school to see what we are doing." He also said, "When Dr. Peralez first started working at this institution, she felt that our role was to find employment for the students. She felt we needed to train students to meet the needs of the area industry and that we were not getting the word out to the community about that."

Patrice Hernandez, an instructor in the electronics program, mentioned to Erma Walker, the vocational department head, "I think Dr. Peralez is pleased with what we have accomplished, but she is still very actively working at it. She has many more goals in mind that she keeps sharing with us. Now, I think we are more recognized in the community. When I tell someone where I work, they don't say, where's that?"

Critique Dr. Peralez's influence strategy using the *Influencing System Realities* worksheet. Use examples to support your answers and insights.

Influencing System Realities Case Study #2

Solving the Problem but Losing the Vision

Summerset Technical Center is located in one of the lower- to middle-income districts that, together with five other districts, make up the Winterboro School System. Each of the districts has a nine member operating committee who together make up the 54 member Board of Governors for the Winterboro School System. All 54 board members in the six districts concur and approve any capital improvement at any one of the institutions in the system.

Several years ago, Bruce Stalone, Director of Summerset, proposed to the operating committee that an addition be built in order to eliminate the hazardous conditions instructors and students were exposed to in some of the center's labs. The roof on the building that housed these laboratories was leaking, and instructors had to cover the machines with plastics whenever it rained. Pools of water that collected on the floors might someday cause an accident resulting in injury to an instructor or student. It was a terrible state of affairs. In his search for a solution to the problem, Bruce discovered that vocational schools in the state would be eligible for a 50% reimbursement from the state for additions to existing buildings. A clause in the policy, though, stated that replacing a roof, upgrading a heating system, and any minor structural adjustments to a building would not qualify for reimbursement. But, if an addition was built, or alteration made to the external portion of the building in any way, everything would qualify for a 50% reimbursement.

Bruce recognized the impending need for a day-care center, and felt that the additional space required for reimbursement could be targeted for that purpose, thus saving enormous costs in the long run. Bruce developed a plan showing where space would be added to the back of the building; some labs were to be moved and upgraded; and some rooms were to be added inside the building to make the whole project reimbursable. Nonreimbursable improvement would cost $2 million. However, by building the addition at a cost of $4 million, all but $1.5 would be reimbursed by the state. Bruce worked closely with his joint operating committee to win their support for the proposed project and received their consent. By established policy, however, final consent rested with the 54 members of the board since it was a capital improvement project.

A year passed and Bruce continued to work under the assumption that his operating committee was informing the remaining board members who represented the other five districts. Architects, engineers, and financial advisors were brought in to begin the preliminary phase of the proposed project. Apparently, the Springside district board members heard about the developments at Summerset, and the chairman, Ms. Patrice Hill, did not hesitate to voice displeasure. In fact, she raised a big ruckus. When the dust settled, the problem of greatest concern to them was that all capital projects were based on the worth of the district, or, in other words, the ability to pay. The cost for students was also based on actual participation. Springside was the wealthiest district in the state, but it also had low participation. Their percentage of operating costs was probably four percent, but if Summerset added to their facility, the cost of that capital project would be seventeen percent.

The day that most stood out in Bruce's mind was the day he received a call at his residence and was told that the board membership of Springside district wanted to meet with him. At the meeting that followed, the board members of Springside district proceeded to tell Bruce the problems whey were having with the proposed project. They reminded Bruce that it required unanimous approval to continue with the project as proposed. To this Bruce replied that he was confident of the vote of approval from at least three other districts and that it would be a big mistake for Springside to reject his essential project.

The board was not unanimous in their vote. All was not lost, however, because they approved the $1 million for the improvements. In conversation with his assistant director, Bruce said sadly, "I think the board made a mistake because we presently have 98% room occupancy. We need more room for a day-care center. For $500,000 more, a nice facility could have been built."

1. Critique Mr. Bruce Stalone's influence effort using the *Influencing System Realities* worksheet. Use examples to support your answers and insights.
2. What other attributes from the *LAI* had an impact in this case study?

Influencing System Realities

Type of change:	
Whose priority is it?	
What level of priority is it?	
Are you picking a worthwhile battle? Why?	
What approach are you going to use (traditional or multisystem)? Explain.	
What delivery style? Why?	
What are the resource considerations?	
What are the forces for this change?	What are the forces against it?
What are the ethical considerations of this change?	

Learning Experience Guide #32

Applying the Leader Attributes Using *Breakers: An Organizational Simulation for Vocational Education Professionals*

Purpose

Participants will apply the leader attributes that they have developed, in an integrated, realistic, and safe environment (i.e., *Breakers*, an organizational simulation that enables participants to assume the roles of administrators and be responsible for operating Breakers Technical College).

Behavioral Objective

Given:	The roles and responsibilities of administrators in the *Breakers Simulation*.
Behavior:	Demonstrate the application of leader attributes when carrying out assigned administrative responsibilities.
Standard:	Successful performance as a leader in the *Breakers Simulation* as judged by self, fellow participants, and the facilitator.

Behavior Detailing

Process (Steps or Actions)	Knowledge Base
1. **Perform as a Leader!!**	1. Review your individualized professional development plan and your progress on developing selected leader attributes. 2. Recall the learning experiences of the leadership development program and the standards identified for each leader attribute.

Lesson Delivery Plan

Lesson Stage	Instructor Actions	Resources
Rationale	1. Introduce *Breakers* and the opportunity that it provides to apply the leader attributes in an integrated, realistic, and safe environment. 2. Present the purpose and behavioral objective of this learning experience.	Trans.: BR1.T BR2.T
Need-To-Know Information	3. Present an overview and review the instructions for *Breakers* using the "Executive Summary," "Conducting the Simulation," and "Orientation Materials." 4. Assign roles and distribute materials to group members. Designate the facilities to be used (i.e., space and communication).	Handouts: BR1.H BR2.H BR3.H BR4.H
Demonstration	5. Provide examples of situations from *Breakers* and illustrate how persons playing different roles could (or might) interact.	
Guided Practice	6. Start the simulation. Be available to answer questions and provide ongoing consultation, as appropriate.	
Evaluation & Feedback	7. Conduct a simulation "debriefing" which includes the following: a. Ask each player to indicate what she or he learned, what she or he did well, and what could be improved. b. Have each player constructively critique the two other players with whom she or he had the most interaction.	Handout: BR5.H
	[Estimated In-Class Time: 10 hours] [Estimated Out-of-Class Time: none]	

Learning Experience Preparation

A. Materials to be provided with the program

Transparencies:	2 transparencies (BR1-2.T)
Handouts:	*Breakers: Executive Summary* (BR1.H) *Conducting the Simulation* (BR2.H) *Orientation Materials* (BR3.H) *Breakers Role Assignments and Materials* (BR4.H) *Participant Debriefing* (BR5.H)

B. Materials to be secured by the client

Finch, C. R. (1992, December). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley. [Secure from NCRVE Materials Distribution Service, Western Illinois University, 1 University Circle, Macomb, IL 61455, (800) 637-7652. Purchase cost is $25.00.]

C. Equipment needed

Overhead projector
Office space for each individual
Telephone
Conference room

D. Material preparation

1 set of transparencies (BR1-2.T)
1 distribution of handouts (BR1-5.H)
(see specific instructions for *Breakers* material preparation)

Supplemental Reading

Finch, C. R. (1992, December). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

Notes for Presentation of Rationale and Need-To-Know Information

A. Relevance of the Simulation

BREAKERS: An Organizational Simulation for Vocational Education Professionals enables participants to apply the leader attributes they have developed in an integrated, realistic, and safe environment. Participants assume the roles of administrators (i.e., dean, vice-president, campus administrator) and are responsible for operating Breakers Technical College. Through this highly interactive simulation participants can demonstrate the application of leader attributes when carrying out assigned responsibilities. Successful performance as a leader in the *Breakers* simulation, can be assessed by the participants, peers, and the facilitator(s).

B. Refer to the *Breakers Simulation* for the following:

1. "Executive Summary"
2. "Conducting the Simulation"
3. "Orientation Materials"
4. "Role Assignments and Materials"
5. "Debriefing Materials"

C. Present the Purpose and Behavioral Objective.

Purpose: Participants will apply the leader attributes that they have developed in an integrated, realistic, and safe environment (i.e., *Breakers,* an organizational simulation that enables participants to assume the roles of administrators and be responsible for operating Breakers Technical College).

Given: The roles and responsibilities of administrators in the *Breakers Simulation.*

Behavior: Demonstrate the application of leader attributes when carrying out assigned administrative responsibilities.

Standard: Successful performance as a leader in the *Breakers Simulation* as judged by self, fellow participants, and the facilitator.

Leader Attributes

1. **Energetic with stamina:** Approaches tasks with great energy and works long hours when necessary.

2. **Insightful:** Reflects on the relationship among events and quickly grasps the meaning of complex issues.

3. **Adaptable, open to change:** Encourages and accepts suggestions and constructive criticism from coworkers, and is willing to consider modifying plans.

4. **Visionary:** Looks to the future and creates new ways in which the organization can prosper.

5. **Tolerant of ambiguity and complexity:** Comfortably handles vague and difficult situations where there is no simple answer or no prescribed method of proceeding.

6. **Achievement-oriented:** Shows commitment to achieving goals and strives to keep improving performance.

7. **Accountable:** Holds self answerable for work and willingly admits mistakes.

8. **Initiating:** Frequently introduces new ideas.

9. **Confident, accepting of self:** Appears secure about abilities and recognizes personal shortcomings.

10. **Willing to accept responsibility:** Willingly assumes higher-level duties and functions within the organization.

11. **Persistent:** Continues to act on beliefs despite unexpected difficulties.

12. **Enthusiastic, optimistic:** Thinks positively, approaches new tasks with excitement, and deals with challenges as opportunities.

13. **Tolerant of frustration:** Acts calmly and patiently even when things don't go as planned.

14. **Dependable, reliable:** Can be counted on to follow through to get the job done.

15. **Courageous, risk-taker:** Willingly tries out new ideas in spite of possible loss or failure.

16. **Even disposition:** Displays a sense of humor and a stable temperament even in stressful situations.

17. **Committed to the common good:** Works to benefit the entire organization, not just self.

18. **Personal integrity:** Speaks frankly and honestly and practices espoused values.

19. **Intelligent with practical judgment:** Learns quickly, and knows how and when to apply knowledge.

20. **Ethical:** Acts consistently with principles of fairness and right or good conduct that can stand the test of close public scrutiny.

21. **Communication (listening, oral, written):** Listens closely to people at work, and organizes and clearly presents information both orally and in writing.

22. **Sensitivity, respect:** Shows genuine concern for the feelings of others and regard for them as individuals.

23. **Motivating others:** Creates an environment in which people want to do their best.

24. **Networking:** Develops cooperative relationships within and outside of the organization.

25. **Planning:** In collaboration with others, develops tactics and strategies for achieving organizational objectives.

26. **Delegating:** Appropriately and effectively assigns responsibility and authority.

27. **Organizing:** Establishes effective and efficient procedures for getting work done in an orderly manner.

28. **Team-building:** Facilitates the development of cohesiveness and cooperation among the people at work.

29. **Coaching:** Helps people develop knowledge and skills for their work assignments.

30. **Conflict management:** Brings conflict into the open and uses it to arrive at constructive solutions.

31. **Time management:** Schedules own work activities so that deadlines are met and work goals are accomplished in a timely manner.

32. **Stress management:** Effectively deals with the tension of high-pressure work situations.

33. **Appropriate use of leadership styles:** Uses a variety of approaches to influence and lead others.

34. **Ideological beliefs are appropriate to the group:** Models and demonstrates belief in the basic values of the organization.

35. **Decision-making:** Makes timely decisions that are in the best interest of the organization by analyzing all available information, distilling key points, and drawing relevant conclusions.

36. **Problem-solving:** Effectively identifies, analyzes, and resolves difficulties and uncertainties at work.

37. **Information management:** Identifies, collects, organizes, and analyzes the essential information needed by the organization.

Applying the Leader Attributes
Breakers: An Organizational Simulation for Vocational Education Professionals

Purpose: Participants will apply the leader attributes that they have developed in an integrated, realistic, and safe environment (i.e., *Breakers*, an organizational simulation that enables participants to assume the roles of administrators and be responsible for operating Breakers Technical College).

Behavioral Objective:

Given: The roles and responsibilities of administrators in the *Breakers Simulation.*

Behavior: Demonstrate the application of leader attributes when carrying out assigned administrative responsibilities.

Standard: Successful performance as a leader in the *Breakers Simulation* as judged by self, fellow participants, and the facilitator.

Breakers: Executive Summary

Reprinted with permission: Finch, C. R. (1992, December). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

BREAKERS: AN ORGANIZATIONAL SIMULATION FOR VOCATIONAL EDUCATION PROFESSIONALS

EXECUTIVE SUMMARY

This organizational simulation enables participants to assume the roles of administrators (e.g., dean, vice president, campus administrator) and to be responsible for operating Breakers Technical College, an institution that serves over 10,000 full-time and part-time students. The simulation is highly interactive, allowing participants to apply various leader attributes in a variety of settings and situations. Simulation content, which builds upon National Center for Research in Vocational Education (NCRVE) leadership research (Finch, Gregson, & Faulkner, 1991), was drawn from personal interviews with 117 vocational education administrators and instructors employed in 38 secondary and postsecondary institutions across the United States. Additional interviews were conducted with groups of technical college, community college, and technical center administrators and instructors to obtain group process and contextual information. The simulation has been field tested at four different universities and was well-received by users.

Simulation materials consist of guidelines for conducting the simulation, Breakers Technical College orientation materials, and materials for each of the ten administrators. The guidelines include checklists and forms that should be helpful to persons who direct the simulation.

The simulation can be conducted as a stand-alone activity or in conjunction with an administration or leadership course, workshop, or program. Basic time requirements are one to two hours for the simulation orientation, six hours for the simulation, and two to four hours for the simulation debriefing.

Ten participants are needed to assume the administrative positions used in the simulation. A second or even third simulation, however, can be run simultaneously if additional groups of ten persons are available. A simulation director and one or two assistants are needed for each simulation that is conducted.

Conducting the Simulation

Reprinted with permission: Finch, C. R. (1992, December). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

SECTION 1

CONDUCTING THE SIMULATION

SECTION I

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CONDUCTING THE SIMULATION

Overview

Welcome to the Breakers Technical College Organizational Simulation (heretofore referred to as The Breakers Simulation)! If you have ever conducted or participated in a simulation, you probably have some feeling for the way simulations operate. If you are not experienced with this form of learning, the guidelines on this and the following pages will assist you in conducting a successful simulation. Please keep in mind that these are general guidelines, so you may choose to modify them to suit your particular audience and setting.

The guidelines are organized as a set of easy-to-use checklists, sample materials, and information sheets. It is suggested that you first read the contents of this booklet and then review the simulation participants' orientation materials and position folders. If necessary, read the guidelines a second time and walk through the simulation process in your mind to clarify simulation details. In order to describe the focus of correspondence used in this simulation as well as its origination and distribution, a set of explanatory materials has been included (see page 20). A brief review of these materials should give you an overview of various stimuli the participants will be dealing with during the simulation. You may also use this information to help plan for observations of participants during the simulation and for debriefing session discussion topics. If all else fails, gather a group of colleagues together and conduct a simulation dry run. Such an experience should put you in an excellent position to conduct a successful simulation.

Simulation Organization and Operation

The Breakers Simulation is a personal development activity prepared for use by vocational education professionals. In this dynamic simulation, participants assume the roles of administrators (e.g., dean, vice-president, campus administrator) and are responsible for operating a technical college that serves over 10,000 full-time and part-time students at several campuses. The simulation is highly interactive, thus allowing participants to apply various leadership attributes to a variety of administrative situations.

Simulation content was drawn from personal interviews with 117 vocational education administrators and instructors employed at 38 secondary and postsecondary institutions in seven states (Finch, Gregson, & Faulkner, 1991). Additional interviews were conducted with groups of administrators employed at a technical college, a community college, and a technical center. These interviews served to document events and incidents in the professional lives of administrators that demanded their full attention and the organizational contexts within which the incidents occurred.

The simulation can be conducted independently or in conjunction with an administration or leadership course or workshop. Basic time requirements for conducting the simulation are as follows:

Orientation - 1 hour (should be completed before the day of the simulation)
Simulation - 6 hours (a good part of one day, morning and afternoon)
Debriefing - 2 to 4 hours (should at least be started on the day of the simulation)

Ten participants are needed to assume the administrative positions used in the simulation; however, a second or even third simulation can be run simultaneously if additional groups of ten persons are available. Also, a director is needed for each simulation. It is most important to have one or two assistants available to deliver messages and observe participants.

Ideally, the simulation is run in an office suite or building where participants can use existing offices, furniture, and telephones. An alternative would be to use a motel or hotel, where participants' rooms serve as individual offices. Classrooms or dormitory rooms can also serve as offices.

Reference

Finch, C. R., Gregson, J., & Faulkner, S. L. (1991). *Leadership behaviors of successful vocational education administrators* (MDS-097). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

PRIOR TO THE SIMULATION

______1 **Establish the focus.**
______1.1 Consider the simulation's focus (e.g., leadership attribute development).
______1.2 Prepare wrap-around experiences/activities preceding and following the simulation (if appropriate).
______1.3 Develop means of assessing outcomes and participant satisfaction.

______2 **Provide an appropriate simulation location.**
______2.1 An individual office, chair, and desk for each of the ten participants
______2.2 An individual telephone for each participant
______2.3 Offices convenient to each other
______2.4 A separate conference room that will seat at least fifteen persons

______3 **Organize and review the simulation materials.**
______3.1 An orientation packet for each participant
______3.2 A simulation position folder for each participant
______3.3 Certificates of completion (see page 14)
______3.4 Participant reaction forms (see page 18)

______4 **Organize simulation facilities and support materials.**
______4.1 A position title for each office door
______4.2 A name tag for each participant
______4.3 Mail baskets (one per office)
______4.4 Administrator directory (see page 9)
______4.5 Office supplies (stationery, carbon paper, pens, self-adhesive notes, paper clips)
______4.6 Provision for meals (if appropriate)
______4.7 Provision for copying

______5 **Discuss the support staff roles.**
______5.1 Director
______5.2 Mail carrier
______5.3 Observer(s)

DURING THE SIMULATION

______1 **Orient the participants.** (If possible, this should be accomplished on the day prior to the simulation.)
______1.1 Orientation materials
______1.2 Offices and mail and telephone systems
______1.3 Maintenance of role for the entire simulation
______1.4 Conclusion time
______1.5 Lunch arrangements (if appropriate)
______1.6 Role of observers

______2 **Provide office mail service.**
______2.1 At half-hour intervals
______2.2 By picking up mail from mail baskets at office doors
______2.3 By delivering mail to the center of each office desk

______3 **Observe participants appropriately.**
______3.1 Be an unobtrusive observer.
______3.2 Observe each participant at least twice.
______3.3 Attempt to observe each participant in a variety of settings.
______3.4 Take observation notes for reference during the debriefing session.
______3.5 Be on the lookout for potential problems that may keep the simulation from flowing smoothly.

Orientation Materials

Reprinted with permission: Finch, C. R. (1992, December). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

SECTION 2

ORIENTATION MATERIALS

BREAKERS TECHNICAL COLLEGE

Background

Breakers Technical College was established in January 1960 to serve residents, business, industry, and agriculture in the greater Breakers County area. The county and college name were taken from the *Breakers Region*, which the rugged coastline on the eastern edge of the county is often called. The college was originally established as a technical education center in response to the need for technician training, as stated in the National Defense Education Act of 1968 (Public Law 85 864) and, at that time, offered nondegree programs for postsecondary and adult students.

Since then, the college has evolved into a comprehensive technical college that awards associate of applied science degrees, diplomas, and certificates in a variety of technical fields. The college currently operates under policies established by the State Board of Technical Colleges and the Breakers Technical College Board. The college's financial support comes primarily from state funds, supplemented by student tuition and private contributions.

Location

Breakers Technical College consists of three campuses: (1) the Main Campus located in Midvale, the county seat; (2) the North Campus located in the rural area of Leaf Valley; and (3) the South Campus located in South Haven, the heart of the county's business and industrial center.

Mission

The mission of Breakers Technical College is the promotion of education as lifelong learning. To accomplish this mission, the college provides quality educational programs, courses, and experiences to prepare students for initial employment and assists workers in enhancing and upgrading their skills and knowledge. To meet the changing needs of the county and its residents, the college provides a variety of education delivery approaches so that the community will continue to be economically strong.

Programs and Services

Breakers Technical College offers a number of programs and services ranging from noncredit in-plant offerings to specific credit courses and degrees. In addition to being authorized to award the Associate of Applied Science degree, the college awards a number of certificates and diplomas in technical fields. The college's offerings and services include

- *Occupational education studies* in marketing, business, technical, and service areas.
- *General education studies* that support and contribute to occupational studies.
- *Continuing education opportunities* for adults.
- *Customized training for* businesses, industries, agencies, and organizations to enhance economic development and productivity in Breakers County.
- *Technology transfer activities* designed to enhance business and industry productivity through application of the latest technology in support of production, marketing, distribution, and service.

Accreditation

Breakers Technical College is fully accredited by the South Central Association of Colleges and Schools to offer the Associate of Applied Science Degree.

ORIENTATION INFORMATION*

BREAKERS TECHNICAL COLLEGE
ORGANIZATIONAL SIMULATION

1. The one hour simulation orientation begins at 4:00 p.m., November 15 in 132 Lane Hall.
2. The simulation begins November 16 at 8:30 a.m. and concludes with a brief address by the Breakers Technical College president at 2:30 p.m. in 132 Lane Hall.
3. Please pick up your simulation assignments, out-baskets, materials, and supplies in 132 Lane Hall at 8:15 a.m. on November 16. Coffee and rolls will be available at 8:00 a.m. that morning.
4. Your office assignment will be provided when you pick up your materials. Write your name on the name tag in your materials packet and wear it the entire day.
5. For purposes of the simulation, today's date is Monday, November 18.
6. At 11:55 a.m. we will all leave for lunch at the CEC. Please stay in your role.
7. You are encouraged to communicate with others in ways that are most efficient and effective. Face-to-face conversations, telephone conversations, meetings, memos, and letters are encouraged.
8. Mail service will be provided for delivering your correspondence. Please write titles and room number on all correspondence. Mail pick up and delivery will occur once every half-hour. Place your out basket just inside your door so that the mail carrier can get to it easily.
9. Rooms 132 and 133 in Lane Hall may be scheduled for meetings. A sign-up sheet is located on the door of each meeting room.
10. Observers may visit your room and/or your meetings with others. Please operate as if the observers are not present, and go on with your planned activities.
11. A debriefing session will begin at approximately 2:40 p.m. immediately following the BTC President's address. The debriefing will last until 4:30 p.m.
12. Please be present for the entire simulation activity. By putting forth 100% effort in your simulation role, you will make this a better learning experience for all participants.

*This is an example of information given to participants in a recent simulation.

Breakers: Role Assignments and Materials

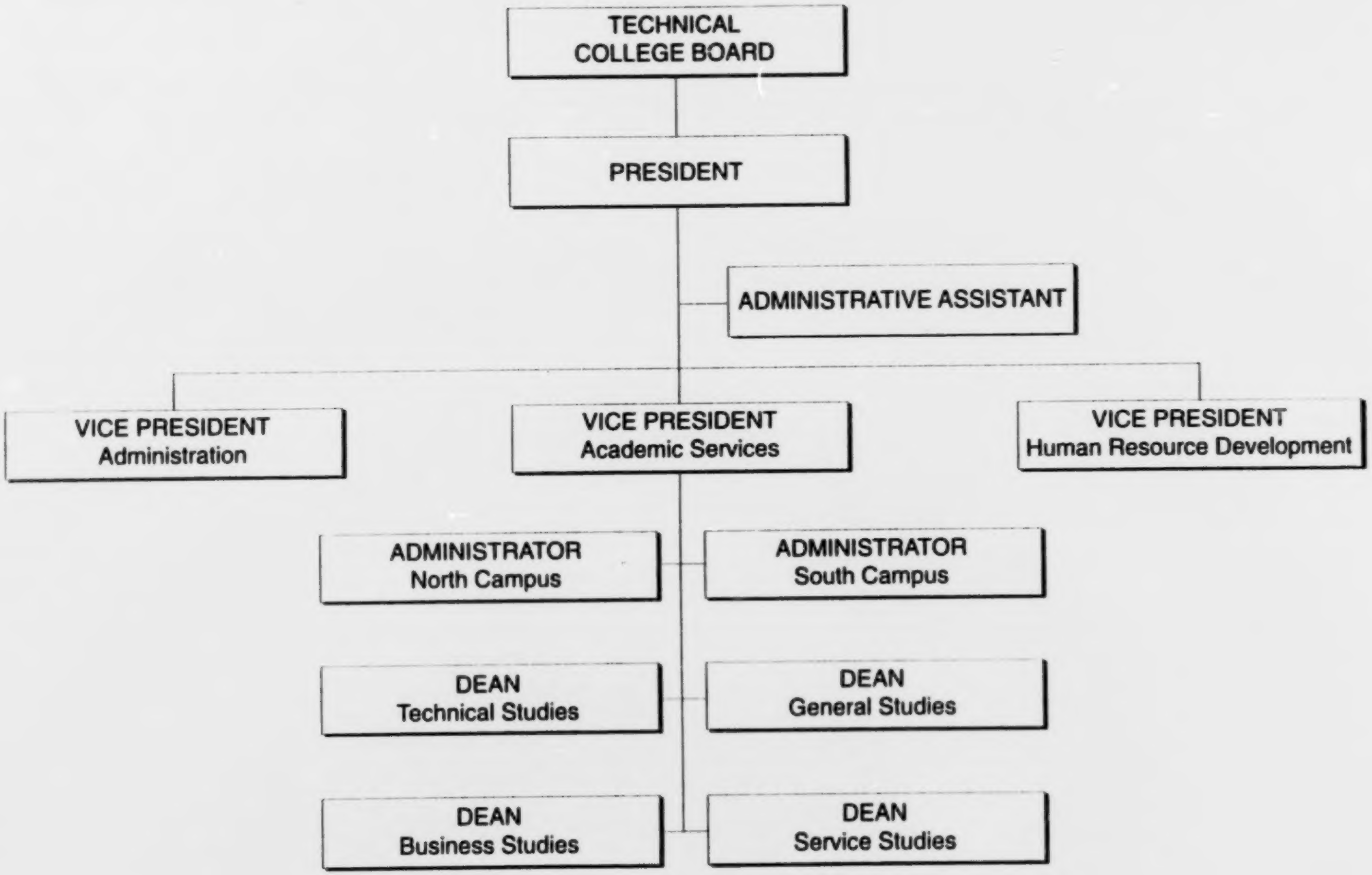
Reprinted with permission: Finch, C. R. (1992, December). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

SUPPLIES AND MATERIALS

(Quantities based on ten participants)

		Item	Quantity
______	1.	Orientation packets	10
______	2.	Position folders (one per position)	10
______	3.	Name tags (one per participant)	10
______	4.	Office door titles (one per participant)	10
______	5.	Mail baskets (one per office)	10
______	6.	Packet of self-adhesive notes (one per participant)	10
______	7.	Paper clips (one box per participant)	10
______	8.	Pens (two per participant)	20
______	9.	Letterhead stationery (twenty sheets per participant)	200
______	10.	Carbon paper (three sheets per participant)	30
______	11.	Directory (one per participant)	10
______	12.	Note pads (one per participant)	10
______	13.	Certificates (one per participant)	10
______	14.	Appointment book page (one per participant)	10

BREAKERS TECHNICAL COLLEGE


TECHNICAL COLLEGE BOARD
PRESIDENT
ADMINISTRATIVE ASSISTANT
VICE PRESIDENT Administration
VICE PRESIDENT Academic Services
VICE PRESIDENT Human Resource Development
ADMINISTRATOR North Campus
ADMINISTRATOR South Campus
DEAN Technical Studies
DEAN General Studies
DEAN Business Studies
DEAN Service Studies

Participant Debriefing

Reprinted with permission: Finch, C. R. (1992, December). *Breakers: An organizational simulation for vocational education professionals* (MDS-278). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.

PARTICIPANT DEBRIEFING

The purpose of the debriefing is to provide participants with opportunities to discuss their simulation experiences. Discussions may focus on a variety of areas, thus stimulating participants to better clarify, understand, assess, and share their experiences. Group debriefing allows participants to benefit from each other's experiences and feelings.

Presented below are examples of questions that may be used to stimulate participants to discover more about their experiences and to set the stage for individual improvement. It may be useful to discuss one question at a time, list each participant's answers on a chalkboard or flip-chart, and summarize when all answers have been provided.

NOTE: In questions 1 and 2, participants discuss their use of time. This has implications for time management, scheduling, and involvement with others.

1. During the simulation, what percentage of time did you spend alone? How much of this time spent alone were you (1) reading, (2) writing, and (3) planning?

2. During the simulation, what percentage of time did you spend with others? How much of this time was devoted to (1) scheduled meetings, (2) unscheduled meetings, and (3) telephone conversations?

NOTE: Through questions 3 and 4, participants can share their perceptions of what problems and issues were contained in the simulation.

3. What was the most significant problem you faced in your simulation position?

4. What are some of the issues you faced in your simulation position?

NOTE: Questions 5 and 6 stimulate participants to discuss what they felt they accomplished and did not accomplish during the simulation.

5. What are three things you personally accomplished or achieved during the simulation? Can these be translated into leader attributes?

6. In what ways were you personally disappointed with yourself during the simulation? Can these be translated into leadership deficiencies?

NOTE: Questions 7, 8, and 9 provide participants with an opportunity to share what they learned about themselves and about how they relate to organizations.

7. As a result of the simulation, what did you learn about yourself?

8. As a result of the simulation, what did you learn about organizations and organizational structure and culture?

9. What did you learn about your own leader attributes?

10. What are some of the lessons learned and useful ideas that you would like to pass along to others?

FOLLOWING THE SIMULATION

_______ 1. Conduct the simulation debriefing (see page 7).

_______ 2. Assess the simulation outcomes.

_______ 3. Obtain participant reactions to the simulation (see page 18).

_______ 4. Collect the simulation materials.

_______ 5. Conclude the "wrap-around" activities (if appropriate).

_______ 6. Distribute completion certificates (see page 14).

SAMPLE PARTICIPANT REACTION FORM

PARTICIPANT REACTIONS TO THE BREAKERS TECHNICAL COLLEGE SIMULATION

Name: ____

Simulation Position: ____

Please provide at least three comments for each of the following questions:

1. What did you personally gain from participating in the simulation?

2. What did you like best about the simulation?

3. What improvements do you feel should be made to the simulation?